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ABSTRACT

Faculty members of many different library schools participated in an Institute on Library Service to the Blind and Physically Handicapped at Florida State University, August 27-September 1, 1978. These proceedings from that Institute include the instructional materials--revised as a result of the discussions at the Institute--used in five core courses at the Florida State University School of Library Science; five presentation papers on library services to the handicapped; a selected bibliography on library services to the handicapped; and a list of the institute's consultants, speakers, and participants. The subjects of the core courses described are foundations, administration, information services, materials, and research methods; the subjects of the papers are national library service for the handicapped, an historical summary of library service to the handicapped and institutionalized, current research on library service to the handicapped, standards for such library service, employment of handicapped librarians, and audiovisual materials on the handicapped--the latter paper also provides a directory of producers and distributors and a subject index to the materials. (JD)

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PROCEEDINGS OF
INSTITUTE ON LIBRARY SERVICE TO THE HANDICAPPED
INSTRUCTIONAL MATERIAL FOR INCLUSION IN THE CORE CURRICULUM OF LIBRARY SCHOOLS

HELD AT
Florida State University
Tallahassee, Florida

August 27-September 1, 1978

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LIBRARY SERVICE TO THE HANDICAPPED

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INTRODUCTION

An Institute on Library Service to the Blind and Physically Handicapped was held August 27 - September 1, 1978 at the Florida State University School of Library Science. The aim of the Institute, supported by U.S.O.E. under Title II-B of the Higher Education Act, was to discuss instructional material on library service to the blind and physically handicapped with faculty members of library schools - the participants of the Institute - and to encourage the inclusion of this topic in the core programs of library schools. The handicapped were defined in the context of the Institute as individuals with visual disabilities that prevent them from reading regular print, hearing and motor disabilities.

Prior to the Institute, instructional material on library service to the handicapped was prepared for and tested in the following five core courses at the Florida State University School of Library Science: Foundations, Administration, Materials, Information Services, and Research Methods. This instructional material was revised as a result of discussions at the Institute and the revised material is included as sections A - E of the proceedings. The following five papers presented at the Institute are included as sections F - J: papers by Elizabeth Carl on the Library of Congress National Library Service for the Blind and Physically Handicapped (formerly the Division for the Blind and Physically Handicapped), Genevieve Casey's paper on the history of library service to the handicapped, Lawrence Papier's paper on research in library service to the blind and physically handicapped, Don Weber's paper on standards for library service to this group, and Kieth Wright's paper on employing the handicapped in libraries. Printed versions of three other papers presented at the Institute are not available and are therefore summarized.

Donald Wedewer, Director, Division of Blind Services for the State of Florida and supervisor of the State's librarian for the Regional Library for the Blind and Physically Handicapped, presented arguments for the Library being part of the rehabilitation services agency rather than of the state library. The library for the blind and physically handicapped should be an integral part of the rehabilitation agency's information services and be a source of more than the traditional reading material. Material for vocational rehabilitation in recorded or Braille form and material on transportation, recreation, legislation and other information needs should be made available through the Library. Thus the Library is both an educational and rehabilitative agency. Funding for such expanded information services is more likely to be obtained for an agency serving the blind than for a library agency.

An illustrated lecture was given by Irving Lieberman titled: Reference Service Audiovisual Materials. It included recommended books, pamphlets and periodicals for a library audiovisual materials information collection as well as tools for selection of materials. Each institute participant was provided by Dr. Lieberman with a 77-page bibliography.

Raoul Arreola discussed the strategy of curricular change to bring about the inclusion of additional topics such as library service to the handicapped into the core curriculum. He suggested that change entails more than group dynamics and that several approaches may be taken. Curriculum change is an aspect of social science, and a theoretical framework along with alternative plans for action are available. Relevant citations on this subject are:

LIBRARY SERVICE TO THE HANDICAPPED

INSTRUCTIONAL MATERIAL FOR

FOUNDATIONS COURSE

Prepared by Frances Benham

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III. Stereotypes

A. Bibliography

Allport, Gordon W. The Nature of Prejudice. Reading, Pennsylvania: Addison-Wesley, 1954.

Atkinson, Frank. Librarianship: An Introduction to the Profession. Hamden, Connecticut: Linnet Books, 1974.

Biklen, Douglas and Robert Boydan. "Media Portrayals of Disabled People: A Study in Stereotypes." Interracial Books for Children Bulletin 8(Nos. 6 and 7, 1977): 4-9.

Hagemeyer, Alice. Deaf Awareness Handbook for Public Librarians. Washington, D.C. Public Library of the District of Columbia, 1975.

Lippman, Walter. Public Opinion. New York: Macmillan, 1922, p. 79-156.

"The Month in Review." Wilson Library Bulletin 47(September 1972):5.

Nation, Margaret. The Librarian in the Short Story: An Analysis and Appraisal. Unpublished Master's Paper. Florida State University, 1954.

Osborn, Jeanne. "The Ghost of the Hairy Javelin." American Libraries 2(July/August 1971): 747-749.

Pearson, Edmund Lester. The Librarian at Play. Boston: Small, Maynard and Co., 1911.

"Survey Shows What High School Students Know About Disabilities." Interracial Books for Children Bulletin 8 (Nos. 6 and 7, 1977): 15.

White, R. F. and D. B. Macklin. Education, Careers and Professionalization in Librarianship and Information Science. Part of Final Report of a Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in Library and Information Profession, Oct. 1970.

B. Questions

1. Name an instance in any media form where a handicapped person is depicted as one of the stereotypes described by Biklen and Boydan.

2. Name an instance in any media form where a handicapped person is depicted as a person of normal human needs and behavior.

FOUNDATIONS OF LIBRARIANSHIP FOR SERVICE TO THE HANDICAPPED

I. Objectives

A. To be able to list six problems and/or needs of the handicapped which relate to education and information, knowledge of which may serve to sensitize future librarians to particular difficulties faced by handicapped people in our society.

B. To be able to list and discuss at least six instances of unusual treatment of the handicapped in the past which indicate a change in attitudes toward the handicapped.

C. To be able to list and give media examples of ten stereotypes of the handicapped in order to compare personal observations with those of Biklen and Boydan.

D. To be able to give three examples of political activity by and for the handicapped and to compare each with earlier civil rights activities by other minorities.

E. To be able to list five major activities of the Library of Congress National Library Service for the Blind and Physically Handicapped (NLS) and to explain how these can affect the handicapped.

F. To be able to list five major areas of concern in providing library services to the handicapped on an international basis and to explain why such concerns exist.

II. The Handicapped in the Past

A. Bibliography

Dexter, B.L. Special Education and the Classroom Teacher. Springfield, Ill.: C.C. Thomas, 1977.

Kanner, Leo. A History of the Care and Study of the Mentally Retarded. Springfield, Ill.: C.C. Thomas, 1964.

Lenihan, John. "Disabled Americans: A History." Performance 27 (November-December 1976/January 1977) whole issue.

O'Leary, James L. and Sidney Goldring. Science and Epilepsy: Neuroscience Gains in Epilepsy Research. New York: Raven Press, 1976.

B. Questions

The history of the disabled indicates a slowly moving trend from virtually no help to increasing interest and concern for the handicapped. List five factors contributing to the change.

IV. Facts About the Handicapped

A. Bibliography

"Disabled People in the U.S.: Facts and Figures." Interracial Books for Children Bulletin 8(Nos. 6 and 7, 1977): 20-21.

B. Question

Considering the various types of handicaps, name five problems persons having handicaps might encounter in a typical library. Differentiate among various handicaps and types of libraries, where necessary.

V. Politics of the Handicapped

A. Bibloigraphy

"American Public Transit Association Legislative Program." Metro 73(November/December 1977): 18-19.

Goodman, Leroy V. "A Bill of Rights for the Handicapped." American Education 12(July 1976): 6-8.

United Cerebral Palsy Association. Annual Reports. 1970-1975.

Zames, Frieda. "The Disability Rights Movement - A Program Report." Interracial Books for Children Bulletin 8 (Nos. 6 and 7, 1977) 16-18.

B. Questions

1. List three reasons for the current political activity among disabled groups.
2. Do you think the disabled have lost their perspective if they can't laugh at caricatures such as Magoo? Defend your position.
3. Why do you think the United Cerebral Palsy Association decided in 1976 to enter into selected court actions when issues are of national significance in affecting the rights of the handicapped? Was it a good idea?

VI. Specific Disabilities

A. Bibliography

Anderson, Elizabeth M. and Bernie Spain. The Child With Spina Bifida. London: Methuen and Co., Ltd., 1977.

Blackwell, R. B. and R. R. Joynt. Learning Disabilities Handbook for Teachers. Springfield, Ill.: C. C. Thomas, 1972.

Dexter, B. L. Special Education and the Classroom Teacher. Springfield, Ill.: C. C. Thomas, 1977.

Kershaw, John D. Handicapped Children. 3rd ed. London: Heinemann, 1973.

Love, H. D. and J. E. Walthall. A Handbook of Medical, Educational and Psychological Information for Teachers of Physically Handicapped Children. Springfield, Ill.: C. C. Thomas, 1977.

Myers, Julian S. An Orientation to Chronic Disease and Disability. New York: Macmillan, 1965.

B. Question

You have now read specific information about a few handicapping conditions. Do you think this kind of information should be included in education for librarianship? Why? Why not?

VII. National Legislation Currently Important Affecting the Handicapped.

A. Bibliography

Decker, Louis R. and Daniel A. Peed. "Affirmative Action for the Handicapped." Personnel 53(May-June 1976):64-69.

Delury, Bernard E. "Equal Job Opportunity for the Handicapped Means Positive Thinking and Positive Action." Labor Law Journal 26 (November 1975):679-685.

"Education of the Handicapped Today." American Education 12 (June 1976):6-8.

Goodman, Leroy V. "A Bill of Rights for the Handicapped." American Education 12(July 1976):6-8.

Pati, Gopal C. "Countdown on Hiring the Handicapped." Personnel Journal 57(March 1978):144-153.

"Work Performance of Physically Impaired Workers." Monthly Labor Review 66(January 1948):31-33.

B. Questions

1. List four reasons for making libraries accessible to the handicapped besides the legal requirement.
2. Are there tasks in the work of professional librarianship which cannot be performed by handicapped people? List such tasks.
3. Is there an analogy between Civil Rights Legislation for minorities and for the handicapped? Can we expect the results of recent legislation for the handicapped to cause a change in attitudes toward this group?

VIII. National Library Service for the Blind and Physically Handicapped (NLS)

A. Bibliography

Cylke, Frank Kurt. "Free National Program to Beef Up Services for Blind and Handicapped." American Libraries 7(July 1976): 466-467.

Friedman, Morton H. "A Computerized Bibliographic Service for the Blind and Physically Handicapped." Journal of Library Automation 8(December 1975): 322-335.

Kamisar, Hylda and Dorothy Pollet. "Those Missing Readers: The Visually and Physically Handicapped." Catholic Library World 46(May-June 1975): 426-431.

LaBauve, Lois F. "Helping Them Help Themselves." Texas Libraries 31(Summer 1969): 60-74.

"Nationwide Library Service for the Blind and Physically Handicapped." The Bowker Annual of Library and Book Trade Information. 20th Edition. 1975, p. 81-89.

"Services to the Blind and Physically Handicapped." Annual Report of the Librarian of Congress, 1968 (p. 106-107); 1975 (p. A16-A17); 1976 (p. A70-A71).

"Services to the Blind and Physically Handicapped." Library of Congress Information Bulletin 37(January 13, 1978): 39-40.

"Survey Started to Find Number of Eligible Readers." News. Library of Congress. Division for the Blind and Physically Handicapped. 8(March-April 1977): 3.

"Two New Multistate Centers Named." News. Library of Congress. Division for the Blind and Physically Handicapped. 8(May-June 1977): 1.

B. Question

What advantages are there in the decentralized network over a single central source of materials and equipment for blind and physically handicapped library users? What disadvantages?

IX. International Cooperation

A. Bibliography

Cylke, Frank Kurt. Coordination of Library Services for Blind and Physically Handicapped Individuals. Summary of a meeting under the sponsorship of the Hospital Libraries Section International Federation of Library Associations. September 6, 1977. Brussels, Belgium. Washington, D.C.: Library of Congress, Division for the Blind and Physically Handicapped. September 23, 1977, 4 pages.

"Hospital Libraries: Working Group on International Coordination of Library Services for Blind and Physically Handicapped Individuals." Library of Congress Information Bulletin 36(November 4, 1977): 752-753.

"Overseas Developments in Braille and Recorded Materials." Washington, D.C.: The Library of Congress. Division for the Blind and Physically Handicapped. Undated.

B. Question

Unlike the United States with its library network, some countries distribute library materials for the disabled through agencies other than libraries which provide services to the handicapped. What advantages and disadvantages are there in such a system? Of the two, which would you favor?

FOUNDATIONS OF LIBRARIANSHIP FOR SERVICE TO THE HANDICAPPED

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C. To be able to list and give media examples of ten stereotypes of the handicapped in order to compare personal observations with those of Biklen and Boydan.

D. To be able to give three examples of political activity by and for the handicapped and to compare each with earlier civil rights activities by other minorities.

E. To be able to list five major activities of the Library of Congress National Library Service for the Blind and Physically Handicapped (NLS) and to explain how these can affect the handicapped.

F. To be able to list five major areas of concern in providing library services to the handicapped on an international basis and to explain why such concerns exist.

II. The Handicapped in the Past

The history of the treatment of handicapped people has not been well recorded, but what is available has not, until fairly recent times, been very encouraging. It was not until 1520 that the first theory for training the deaf appeared, and it took until the 1700's before efforts were made to teach deaf mutes to communicate. Until then they generally were considered mentally defective. Indeed, any sort of physical deformity was long thought to indicate subnormal intelligence. Many of the jesters (called fools) of the Roman Empire and later Medieval period actually were handicapped people. That similar unfortunate attitudes still prevail may be illustrated by the story of the Vietnam veteran who took his wife to a restaurant for dinner. The waiter took the couple's order from him and chatted amiably with him several times prior to serving the meal, but ceased to speak directly to the veteran when his wife cut his food and fed the armless man. At one point the waiter asked the young woman if "he" wanted dessert.

In antiquity some handicaps were cause for fear and religious superstition. In ancient Greece, the term epilepsia referred to a convulsive disease believed to be an infliction of the gods. Because it was attributed to the supernatural, epilepsy was commonly called the "Sacred Disease."

By the time of the early colonial settlements in America, it was widely believed that good health, hard work and material success were signs of religious salvation. Moreover, creating settlements in the wilderness was difficult for the heartiest, whose own quest for survival and economic gain led to the condemnation of those who could not fend for themselves. So strong was the feeling that ship masters had to post bond against the possibility of transporting anyone who might become dependent on society. Each colony had a law to prevent the settlement of anyone who might require aid. Some colonies had deportation laws to protect against potential handicapped settlers who might become dependent. Each family was expected to take care of any such problem occurring after settlement. Older people who wanted aid had to turn their property over to an individual who would care for them, or in some cases, to a township whose citizens would share the burden. A 1685 report tells about a disabled Indian Wars veteran who was "farmed out" to 32 different families in 65 weeks in Hadley, Massachusetts.

As conditions improved attitudes about the poor and disabled slowly changed, and some public assistance began to be provided on a local level. By 1751, a group which included Benjamin Franklin, founded the first hospital for the physically handicapped and mentally ill in America. To that point mentally ill persons not controlled by their own families were often jailed.

Little help was available for the afflicted, regardless of their station in life, and not much is known about the handicapped in America in the 17th and 18th centuries. Peter Stuyvesant, whose leg was severely wounded in a military expedition and who remarkably survived the primitive amputation, ruled the Dutch New Netherland Colony for seventeen years. Gouverneur Morris, a member of the Continental Congress and also an amputee, referred to his peg leg as "my handsome leg." Stephen Hopkins, who signed the Declaration of Independence, suffered from cerebral palsy. When signing he was quoted as saying, "my hand trembles but my heart does not." These were perhaps the unusual cases. George Washington's household accounts for 1771 reveal he paid 14 pounds for treatment for epilepsy for a relative who soon died in a fit.

Though at the end of the Revolutionary War, pensions were voted by the Continental Congress for disabled veterans (the first example of such federal public aid), general attitudes about the handicapped changed little. As wave after wave of immigration crowded the cities, the plight of the handicapped became dreadful. Those who could not care for themselves were crowded into almshouses with the insane, criminals and any others who were a burden to society.

Such conditions were eventually revealed by reformers like Dorothea Dix whose work led to the founding of 30 mental hospitals, the beginnings of state aid and initial steps for federal aid. At one point she succeeded in getting a bill through Congress, but President Franklin Pierce vetoed it.

Up to this time most of the ideas about the handicapped came to America from Europe, where the first research concerning such conditions originated among medical doctors. In 1534, the first legal definition of idiot, a term seldom used today, was written. That progress was slow is revealed by the fact that it was 1755 before the first residential school for any handicapped group (the deaf) was founded in Paris, and 1791 before a school for the blind was established in England. Thomas Gallaudet established the first school for the deaf in America in 1816, and today, except for the military academies, it is the only school in the nation totally funded by federal money.

Early work with mental retardation started in this country in the 1820's, after the work of J. M. Itard, a French medical doctor, with the so-called "Wild Boy of Aveyron," indicated that education of the retarded was possible.

In 1825, Louis Braille's raised dot system for communication for the blind was designed, though it has since been revised a number of times. Today the Braille literary code has been set, but the codes for other areas such as mathematics, music and computer science are not standardized, creating severe problems for Braille users (recently a federal grant of $100,000 was awarded to researchers at Florida State University to standardize all the Braille codes not yet set).

The Perkins School for the Blind was established in Boston in 1832 and is today one of the foremost residential and research centers for the blind in the world. Samuel Howe, its founder, proved blind children could learn and communicate by teaching Laura Bridgman, a deaf, blind mute to speak by signs and to write intelligently. She became a celebrity and later an inspiration to Helen Keller.

Recognition of the need for early aid to handicapped children led in 1861 to the first preschool for such children, though it took until 1973 to fund a national program for early childhood education under the Elementary and Secondary Education Act of 1965.

The cause of the crippled was taken up by newspaperman Isaac Hill, himself lame, who used his "New Hampshire Patriot" to espouse state aid for all handicapped people. During his career he served in his state's house and senate and later as state governor.

In 1897 Maria Montessori, an Italian physician, started her first school in Rome. Her students were more culturally disadvantaged than retarded, but her work with sensory and motor skills later proved useful in work with the handicapped.

It was 1911 before any state (New Jersey) adopted certification requirements for teachers of the handicapped and 1924 before the first school specifically for such teachers was established, at Teachers College, Columbia University.

Probably the most dramatic changes in general attitude toward the handicapped occurred after World Wars I and II. Both of these wars saw enormous numbers of young Americans return home handicapped. National sentiment clearly favored doing everything necessary to help these veterans resume as normal a life as was possible. The federal government became deeply involved in rehabilitation programs and related research. By the 1940's, knowledge gained from this work was applied to nonveteran handicapped people. In 1958, the federal government began to support the training of teachers for the retarded, then soon for other handicapping conditions. In 1965, with the passage of the Elementary and Secondary Education Act, federal involvement with the handicapped took a leap. From a one million dollar commitment in 1958, federal funding for research and training of personnel to work with the handicapped has grown to a 48 million dollar proposed budget for 1979. Major steps in this chain include The Vocational Rehabilitation Act of 1973 and the 1975 Public Law 94-142, Education for All Handicapped Children Act, which passed in the Senate by a vote of 98 to 2, and is one of the most far-reaching pieces of education legislation ever passed in this country. President Ford, when signing it, said that though he could not oppose it, there was no way it would ever be funded, for it calls for annual increases up to three billion dollars for 1983. To date, it has been funded on schedule - in 1977 for 80 million dollars.

Though progress has been seemingly slow, mankind has moved from a necessary concern for basic survival to more humanitarian concerns which are beginning to include the full development and well being of the handicapped.

III. Stereotypes

A. The Library has long been depicted in all forms of media as a drab, uninviting place where silence reigns over the few bored or boring who enter its portals. An older, though perhaps typical, portrayal which may seem somewhat silly to today's reader reveals Professor Obadiah Wurzburger (who is studying the Indo-Iranian origins of the noun "fuddy-dud" and its possible derivation from the Semitic) and Dr. Nicholas Jasper (himself working on the first volume of an Arabic dictionary) both of whom are appalled by imagined noises in the Blankville Public Library in the short story "The Conversation Room" by Edmund Lester Pearson in The Librarian at Play (Boston: Small, Maynard and Co., 1911, p. 131-66). More recently the movie "Good-bye Columbus" shows the library as a drab quaint edifice situated in an otherwise modern setting, and which draws some strange characters, such as the pale young boy who spends days staring at the same book of nudes.

B. The Librarian

1. White and Macklin (1970) indicated that the library science student tended to be white, middle-class, female, older than her counterparts in other graduate programs, oriented to the humanities, lacking self-confidence, deferential, respectful of authority, submissive, negatively oriented to change, and usually coming to librarianship from teaching or secretarial work. Both males and females shared similar traits.
2. Margaret Nation in The Librarian in the Short Story: An Analysis and Appraisal (Unpublished Master's Paper, Florida State University, 1954) concluded from short stories written from 1900 to 1945, that librarians were often depicted as old bookworms who were "gruff," "grizzled," "gnarled," "wrinkled," and/or "ancient." Such characters exhibited a brusque manner, failing eyesight requiring spectacles, and such afflictions as arthritis or rheumatism resulting in a stoop or hobble. Self-chosen meager diets caused thinness and cranky dispositions. These keepers of the kingdom of books were shy introverts plagued by inferiority complexes or the inability to cope with life. Loyalty and devotion to their books dominated vacuous lives otherwise unpunctuated by excitement or sorrow (p. 37-38).
3. Career guidance literature has even cautioned against librarianship. In a 1945 Good Housekeeping article, Judith Chase Churchill warned readers wishing matrimony against certain professions. "Above all," she advised, "stay out of the library" (Nation, p. 2). Make Mine Success, a 1950 career handbook for girls, states that aptitude tests "are intended to keep extroverts out of library service" (Nation, p. 2). In Librarianship: An Introduction to the Profession, Frank Atkinson (1974) says the phrase "I happen to be a librarian" could be taken for an apology in a "profession of indeterminate social status" (p. 7-8).

4. Even in recent literature, movies, television and advertising, the librarian is often seen as a thin, sour, authoritarian, older woman who wears her hair in a bun, dresses in a drab fashionless manner, always with sensible shoes, and whose vocabulary consists mainly of "shhh." In the media these caricatures often serve as "atmosphere" rather than as central characters. Several years back American Motors ran an advertisement indicating that their Javelin was a car for the young, sporty and adventurous - not librarians! (Osborn, Jeanne. "The Ghost of the Hairy Javelin" American Libraries 2(July/August 1971): 747-749). A similar portrayal by Nabisco which ran a highly unflattering ad of a "town librarian" resulted in protest picketing of the company in New York by some 50 librarians.
5. Libraries and librarians are working hard to combat the image - and they certainly resent it. However, awareness of their own plight does not necessarily carry over to an understanding of equally unfortunate or worse stereotypes of others, such as those of the handicapped. Alice Hagemeyer, herself a deaf librarian, became so concerned about misconceptions librarians held about the deaf, she wrote a handbook concerning the matter for public librarians.

C. Stereotype Defined

A stereotype can be defined as an oversimplification about the traits and behaviors of an entire group of people. The stereotype is applied to each member of the group without regard to any person's individual traits. Thus the term "Mexican," "Polish," "Harvard man," and "lawyer" bring forth certain stereotypes either favorable or unfavorable. Walter Lippman in Public Opinion (p. 79-156) defined a stereotype as an oversimplified pattern that helps one find meaning in the world. He said the stereotype helps people satisfy needs and defend their prejudices by seeming to provide definiteness and consistency to life's often confusing experience. Stereotypes can reflect injustices while also serving to reinforce and perpetuate them. One group which has suffered particularly from being stereotyped is the handicapped.

D. Stereotypes of the Handicapped in the Media (Examples of imaginative literature providing additional characterizations of the handicapped are provided in Appendix A).

Douglas Biklen and Robert Boydan called the stereotyping by our sociaty of the disabled "handicapism," pointing out that the term handicap comes from the practice of beggars who held "cap in hand" to solicit charity. To them the word reflects the dependent position of disabled people in our society. They identify the following stereotypes of the disabled in the media (Interracial Books for Children Bulletin. Vol. 8(Nos. 6 and 7, 1977), p. 4-9):

1. The disabled as pitiable.
    a. In literature this stereotype is illustrated is such characters as Philip Carey in Of Human Bondage who is used by the author to reveal the goodness and sensitivity of another character who provides kindness, love and pity to the disabled Philip.
    b. Pathetic characters are often portrayed as having hearts of gold, which serves to make them even more pitiable - such as Tiny Tim in A Christmas Carol or Porgy in Porgy and Bess.

2. The disabled as an object of violence - the disabled are featured as totally helpless and dependent, as Joan Crawford is depicted in the movie "What Ever Happened to Baby Jane?" completely at the mercy of her diabolical and murderous sister, Bette Davis.
3. The disabled as sinister and/or evil:
    a. In Moby Dick, Melville uses Captain Ahab's disability to build a sinister atmosphere as, for example, when Ishmael frequently listens to Ahab's false leg tapping across the ship's deck late at night.
    b. Dr. Strangelove in the movie of the same name is a maniac whose multiple disabilities make him even more sinister.
4. The disabled as "atmosphere." - Blind musicians, newsdealers and the blind man with a cup are frequently thrown in as background objects in movies and TV stories.
5. The disabled as "Super Crip." TV's Ironsides is a good example. Though paralyzed, he has extraordinary intellect and great calm in the midst of grave troubles. The Readers' Digest regularly features extraordinary achievements of the real disabled who have "overcome."
6. The disabled as laughable - Mr. Magoo is the perfect fool, bumbling nearsightedly through life wreaking havoc, totally unaware of numerous dangers to himself and others.
7. The disabled as his/her own worst - and only - enemy. The popular media often portray the disabled as self-pitiers who could "make it" if only they would stop being "bitter" about their "fate," think positively and rise to the "challenge." "Marcus Welby, M.D." routinely runs stories with such characters.
8. The disabled as burden - This stereotype suggests that all people with disabilities are helpless and need to be taken care of by "normal" people. It suggests that the "normal" person is an especially good soul who bears the "burden" without complaint. In Of Mice and Men Lenny, who is retarded, is perceived by most as helpless and dependent on George, even though Lenny's physical strength provides their living, and their dependence is mutually shared with concern and affection.
9. The disabled as nonsexual - The disabled are almost always shown as completely incapable of sexual activity. In fact, they are rarely shown in a loving relationship of any sort. TV's Ironsides is depicted as having had a love life once upon a time before he was shot in the spine and put out of commission. He is philosophical, never bitter, about it. The flip side of this stereotype is to show, as some comic books do, the disabled as sexually starved and degenerate.
10. The disabled as incapable of participating fully in everyday life. This is a stereotype of omission in that the disabled are seldom shown as integral and productive members of society.

E. Traditionally handicapped students have had little contact in school, camps or work settings with other young people. As a result many people have matured with little real knowledge about the problems of the handicapped. In 1974, Public Law 93-380 was passed, requiring where possible the integration of the handicapped into regular classroom settings. In preparation, high school students of Warren, Michigan surveyed 400 of their classmates to determine their attitudes, opinions and knowledge about the handicapped. Gordon Allport in The Nature of Prejudice has pointed out that stereotyping is partially the result of ignorance and that often when generalizations are replaced by knowledge, prejudice is alleviated. How many of the students' experiences, attitudes and misconceptions do you hold?"

1. 82% had never known an acquaintance or classmate with a handicap.
2. 91% had never worked with handicapped persons (in a camp, nursing home or regular work setting).
3. 74% thought one out of 25 persons is handicapped and only 57% chose the correct response, one out of ten.
4. The students ranked types of handicapped persons from those they would feel most to least comfortable working with. Listed here from most to least comfortable working with: (a) speech problems, (b) deaf, (c) orthopedically handicapped, (d) blind, (e) multiple sclerosis or muscular dystrophy, (f) epilepsy, (g) cerebral palsy, (h) amputee, (i) mentally retarded, (j) disfigured.
5. Some of the false ideas and the percent of persons expressing them included:
   a. People with muscular dystrophy are also retarded - 47%.
   b. Epilepsy is related to emotional illness - 47%.
   c. Epilepsy cannot usually be controlled with proper medication - 65%.
   d. The blind are unable to attend college or work - 59%.
   e. Blind people should not live alone - 83%.
   f. People in wheelchairs should not have children - 53%.
   g. People in wheelchairs should not live alone - 56%.
   h. People in wheelchairs have a short life span - 63%.
   i. Speech deficits are usually related to mental retardation - 55%.
   j. Speech deficits are usually related to emotional problems - 53%.
6. Over 50% wanted to hear handicapped speakers, see films, and visit facilities to broaden their knowledge.
7. 73% of the students favored a mixture of separate and regular classes in the education of handicapped individuals. (taken from "Survey shows What High School Students Know About Disabilities" Interracial Books for Children Bulletin 8(Nos. 6 and 7, 1977):15).

IV. Facts About the Handicapped
(from Interracial Books for Children Bulletin 8(Nos. 6 and 7, 1977): 20-21).

A. The American Coalition of Citizens with Disabilities estimates that 36 million people in the U.S. (one in six) have physical and/or developmental disabilities. The 1980 Census, the first Census to attempt to count all handicapped citizens is expected to prove this.

B. The 1970 Census attempted to count those citizens between ages 16 and 64 who had a health or physical condition which affected the ability to work. This count revealed that of the 121 million working aged Americans, 11.3 million (or over 9%) were disabled.

C. In 1973, disabling work injuries totalled approximately 2.5 million in the U.S. About 90,000 resulted in permanent injury and were largely attributed to unsafe working conditions.

D. Some 490,000 veterans were disabled by the Vietnam War.

E. Other statistics include (some fall into more than one category):
   1. 11.7 million physically handicapped people (1/2 million who use wheelchairs, 3 million who use canes, crutches, braces or walkers, plus mobility-impaired elderly, amputees and those with such illnesses as chronic arthritis, severe cardiovascular disorders and cerebral palsy).
   2. 12.5 million temporarily injured.
   3. 2.4 million deaf.
   4. 11 million hearing impaired.
   5. 1.3 million blind.
   6. 8.2 million visually impaired
   7. 6.8 million developmentally disabled (retarded, severely emotionally disturbed, brain damaged, severe learning disabilities).
   8. 1.7 million homebound (due to chronic health disorders of degenerative diseases like multiple sclerosis).
   9. 2.1 million institutionalized (mentally retarded, developmentally disabled, terminally ill as well as those who are disabled and forced into institutions for economic reasons alone).

F. Earning Power (for ages 45-54, when highest wages are normally earned): (from Jobs for the Disabled by Sar Levitan and Robert Taggart, Johns Hopkins University Press, 1977).
For each dollar earned by a nondisabled white male in 1969, disabled people earned the following:
   1. White male - 40¢.
   2. Black male - 25¢.
   3. Black female - 8¢.

V. Politics of the Handicapped

Until recently the handicapped were not organized for political action. They seemed to accept the passive helpless role assigned them by an insensitive society. Inspired by the successes of other groups, they began to organize with the intent to fight both the psychological and physical barriers which have prevented their acceptance as full citizens.

A. The movement started in the late 1960's and early 1970's with small groups such as one in Berkeley, California, organized to provide needed, inexpensive wheelchair repairs. That success suggested other actions.

B. The Center for Independent Living (CIL) developed to offer various services to the disabled in Berkeley and later in other locations in California.

C. The Disabled in Action (DIA) was started by a disabled woman educated as a teacher but unable to find work. She sued the New York City Board of Education for discrimination against handicapped teachers and won. This gave her the idea for the organization as a political entity, and today such groups exist in cities around the nation.

D. Causes of the Movement
   1. The Civil Rights Movement suggested political and legal insights and actions. The disabled began to believe themselves victims of discrimination rather than as failures in achieving society's standards for the nonhandicapped.

2. The Great Society Programs of Kennedy and Johnson provided huge amounts of money for rehabilitation programs for the disabled. In 1952, a severely disabled girl just out of high school was advised by the U.S. Office of Vocational Rehabilitation to take up basket weaving to earn a living though she wanted to go to college. In 1965, 13 years later, the same office finally offered to send her to college.
3. The Vietnam War produced many disabled veterans who were not admired as defenders of liberty as earlier veterans had been. Many expressed their anger and disillusionment by joining the already flourishing anti-war movement. The movement helped to politicize disabled veterans and their sympathizers who joined together to fight the system, most notably with their demonstration at the Lincoln Memorial when the Rehabilitation Act of 1973 was vetoed. The veto was soon overturned by the largest Congressional margin in history. In 1977 the 1974 Amendments designed to broaden the 1973 Act were not signed even though President Carter had promised to sign them if elected. In Health, Education and Welfare Offices around the country the disabled staged sit-ins as a protest. The Berkeley sit-in lasted 23 days and thanks to media coverage gained tremendous nationwide support. In April1977, Secretary Califano under public pressure, signed.
4. Using newly acquired skills, an eleven group coalition of handicapped and elderly filed suit against the U.S. Department of Transportation, the Urban Mass Transportation Administration and the Federal Aid Highway Administration. The suit claimed that the TRANSBUS, a low-floor, side-door, ramped bus was technologically feasible, but would not be voluntarily produced. Again under pressure Brock Adams, the Carter Administration Secretary of Transportation, announced in May 1977 that all buses purchased with federal funds on or after September 30, 1979, must have low floors, wide doors and ramps. About 80% of public transportation has never been accessible to many disabled people. The Urban Mass Transportation Administration has estimated a cost of approximately $5,000 per bus to add equipment that will remove access barriers to wheelchairs and thereby also make them accessible to other handicapped persons.

E. Current Activity

1. In 1976 and 1977 the Metropolitan New York Disabled in Action (DIA) demonstrated against the United Cerebral Palsy (UCP) Telethon as a demeaning show which hinders the disabled in getting into the mainstream of society. Interestingly annual reports of the UPC have for some years indicated that the telethons were their largest income producers, bringing in well over five million dollars in 1975. In the years from 1970 to 1975 the incidence of congenital cerebral palsy dropped from 25,000 newborns annually to 15,000 - thus 50,000 babies were saved from a lifelong disability thanks to, claims UCP, numerous research and education projects sponsored by UCP, the federal government and other organizations.
2. The Metropolitan New York DIA has taken the position that the President's Committee on Employment of the Handicapped would better represent the disabled if 50% of its membership were disabled people. The committee responded that it is opposed to quotas.
3. The Gray Panthers Media Watch is an organization interested in protecting the rights of older people. It routinely reviews all types of media and protests depictions of older people as handicapped or incompetent.

4. The United Cerebral Palsy Association responded in 1976 to activists' calls by reversing a long standing policy of avoiding legal action. It approved a policy of entering selected court actions when issues are of national significance in affecting the rights of the handicapped.
5. Differences of opinion as to how to best help the disabled have resulted in rifts among some groups of the disabled. Some of the activist consumer groups are particularly concerned that they are not more often included in decisions affecting them. Regarding library service, some, such as the National Federation of the Blind, have strong reservations about the ability or desire of the existing library community to serve the disabled. In some states (Nebraska, Washington and Montana, for example), the National Federation of the Blind has campaigned vigorously to remove library services for the blind from the jurisdiction of the state library and to place them in other agencies whose major activities are services to the blind and/or other disabled groups. This type of activity differs from that of organizations such as the American Council of the Blind and the American Foundation for the Blind. At the present time membership in the National Federation of the Blind is not open to members of the American Council of the Blind.
6. Some of the radicalism of certain groups may be attributed to the newness of the movement. It might be recalled that a similar development occurred in the earlier civil rights movements. Strong feeling against the telethons (In 1977, the Jerry Lewis Muscular Dystrophy telethon collected 44 million dollars of which 83% went directly to patient care and research.) may be assuaged when consideration is given to the consequences of recent taxpayer revolt movements coupled with such factors as the cost of a TRANSBUS (estimated at $5,000 over a conventional bus) or the cost and results of needed research projects. Of importance is the fact that disabled citizens are learning to utilize the democratic system, the success of which requires skill in compromise as well as advocacy.

VI. Specific Disabilities

The disabling conditions with which mankind is faced are still numerous, yet changing. Today few newborns will have to face polio, though many who suffer from its effects are still living. The number of babies born with cerebral palsy dropped from 25,000 per year in 1970 to 15,000 in 1975 and cautious predictions have been made that this dreaded malady can be conquered by the turn of the century. In the last several years the number of deaths and disabilities resulting from cardiovascular diseases has taken a dramatic drop thanks to research, treatment, and education. On the other hand, the battle is just beginning on other conditions, for example, hydrocephalic spina bifida which just a few years ago took the lives of almost all of its victims within weeks of birth. And of course, the increase in life expectancy has resulted in an increase in the number of degenerative conditions resulting from the aging process. Bioengineering, relatively unknown a few years ago, has coupled advances in technology and the life sciences to increasingly minimize the effects of disabilities. These changes, along with improved medical care and education have provided the disabled greater ability to control their lives. They are now insisting on their rights as humans to participate in all aspects of life. Their demands are being met, though not always in the spirit, if in the letter of the law.

Those who understand the problems of another are more likely to be tolerant and understanding. In an effort to provide some initial awareness of the basic problems of the handicapped, a few of the handicapping conditions are described below:

A. Some General Handicapping Conditions

1. Temporary - includes fractures, and those in recovery stages of disease or operation. Approximately 12.5 million Americans suffer from such injuries at any given time.
2. Loss of activity - includes those suffering from heart or lung disease, lack of coordination caused by neurological diseases and some forms of arthritis and rheumatism. Also includes those who suffer from extremes in size and weight from the dwarf to unusual obesity.
3. Loss of mobility
    a. Includes those who use crutches, canes, braces, walkers, artificial limbs or orthopedic shoes, as well as those who are confined to a wheelchair all or part of the time.
    b. Partial or total loss of manual dexterity in one or both hands.
4. Visual handicaps
    a. Total or partial loss of sight.
    b. Color blindness.
    c. Cataracts.
    d. Ophthalmologic diseases.
5. Hearing handicap - partial to total loss.
6. Aging - as a process may include many of the above named disabilities.

B. Specific Handicapping Conditions

1. Visual Disorders
    a. A person is said to be legally blind if his central visual acuity does not exceed 20/200 in the better eye with corrective lenses, or if his visual field is less than an angle of twenty degrees. In other words, a person is legally blind if with corrective lenses, he can see no more at 20 feet than a person with normal sight can see at a distance of 200 feet.
    b. Causes of Blindness
        1) Heredity - 15%.
        2) Infectious diseases - 7%.
        3) Prenatal causes - 50%.
        4) Injuries - 3%.
        5) Poisoning - 20%.
        6) Tumors - 5%.
    c. It is estimated that about 6.4 million people in the U.S. have some visual impairment. These are people who have trouble seeing even with corrective lenses. Of these 1.7 million are legally blind or function as if they were. Only about 400,000 of these have no usable vision at all. Thus some 75% have some usable vision.
    d. Over one million persons, or about 65% of those with severe visual impairments, are sixty-five years old or older. This is because the diseases which are the main causes of blindness in the U.S. are mainly associated with the aging process. Increased life expectancy has added to this number.

e. About 60,000 with severe visual impairment are of school age or younger. Of these 40,000 are in school, including about 5,000 in college.

f. About 12% (20,000) of the severely visually handicapped are in the labor force.

2. Hearing Disorders

   a. About 2/5 of deafness is congenital; the rest results from diseases and accidents, but more often from diseases such as meningitis, scarlet fever, measles, whooping cough and abscesses of the ear and head.

   b. It is estimated that 5% of school age children have a hearing impairment and roughly 5 in a thousand will require special attention educationally.

   c. An HEW report by the Advisory Committee on the Deaf (1965) indicated:
      1) Less than half of the deaf children needing specialized preschool instruction were receiving it.
      2) The average graduate of a public residential school for the deaf had only an eighth grade education.
      3) Seniors at Gallaudet College, the nation's only college for the deaf, ranked close to the bottom in performance on the G.R.E.
      4) 5/6 of deaf adults work in manual jobs, as compared to only 1/2 of the hearing population.
      5) The report indicated that this lack of development could be attributed to the lack of adequate use of language.

3. Cerebral Palsy

   a. It is a condition resulting from damage to the central nervous system, caused usually by too little oxygen to the brain during the birth process. It is characterized by paralysis, weakness, incoordination caused by disorder in the motor control centers of the brain. It may also include learning disorders, psychological problems and sensory defects. Damage is determined by the site of the brain damage.

   b. The United Cerebral Palsy Association estimates that there were 550,000 cerebral palsied persons in the U.S. in 1975. About 15,000 infants are born with cerebral palsy each year.

   c. Causes
      1) Heredity.
      2) Prenatal causes - measles, mumps, syphilis, maternal poisons, maternal anemia, cord anomalies, cerebral hemorrhage, metabolic disturbances, drugs, and unknown causes.
      3) Natal factors - prematurity, prolonged labor, Rh incompatibility.
      4) Postnatal factors - blow to the brain, skull fracture, other head wounds, meningitis, encephalitis, brain abscess, toxic agents, vascular injury or brain tumors.

   d. It is estimated that 70 to 80 percent of persons with cerebral palsy have some involvement of speech and/or hearing, often produced by the brain damage which produced the cerebral palsy.

   e. A number of studies indicate an incidence of mental deficiency of from 45 to 50 percent of cerebral palsied children.

4. Spina Bifida
   a. Spina bifida is the second most common birth defect affecting more than 11,000 newborns in the U.S. each year. It is a developmental defect of the spinal column in which the arches of one or more of the spinal vertebrae have failed to fuse together so that the spine is "bifid," a Latin term meaning split in two. Through this gap in the spine, either the spinal cord itself or its surrounding membranes protrude, depending upon which of several types of spina bifida is present. The type is determined by where on the spinal column the "bifid" occurs and this determines the extent of the paralysis.
   b. Approximately 4 out of 5 babies born with spina bifida also have hydrocephalus, which means "water on the brain" and refers to a group of conditions which cause an excess of cerebrospinal fluid to build up within the brain. Twenty years ago a child with this condition would have died within weeks of birth. In 1956, an engineer whose child was hydrocephalic, invented a valve to control the circulation of the fluid surrounding the brain and from that time it became possible to treat spina bifida.
   c. A third to a half of such children are paraplegic while most of the rest have significant locomotor problems. In addition, hydrocephalus makes walking difficult as it disturbs balance, and if intellectual impairment has also occurred, it makes it more difficult for the child to learn to use his limbs.
   d. Damage to the spinal cord produces not only paralysis but also loss of sensation which creates several dangers. Unnoticed fractures are not unusual, lack of circulation to extremities may go unnoticed and cause ulceration, and heat or cold may cause unfelt damage. Also the child cannot discern a full bladder or bowel, which creates social problems as well as the danger of physical damage, especially to the kidneys.
   e. Spina bifida children tend to score to the lower end of the I.Q. range. There are marked differences among those who are hydrocephalic and those who are not. Those with spina bifida only are usually in the normal I.Q. range. Those with hydrocephalus requiring a shunt valve generally have I.Q.'s ranging from 70-80, with some on each extreme of the scale. Major problems appear to be perceptual and visuo-motor skills.
   f. Psychologically such children may have difficulty becoming independent of parents and other adults. There is a high degree of depression in this group, especially as they reach adolescence. At that time they become particularly aware of social isolation.
5. Sickle Cell Anemia
   a. It is a hereditary blood disease common in central Africa, occurring chiefly among Blacks. It causes attacks that include pain, high fever, and damage to the body tissues. It may injure almost all parts of the body, especially the bones, the central nervous system, the liver, the lungs, and the spleen. It may cause blindness, convulsions, paralysis, or loss of speech. Many of its victims die in childhood, and few live past the age of 40.
   b. Sickle cell anemia occurs if a person's red blood cells contain too many hemoglobin molecules of an abnormal type. Too much of an abnormal hemoglobin, called hemoglobin S, causes the cells to change to a sickle shape.

c. Sickled cells clog blood vessels and interfere with the flow of blood. This interference deprives the body of oxygen and causes a painful attack called a "crisis" which may last several days.
d. Many Blacks are born with some hemoglobin S, but will not have sickle cell anemia unless both parents are carriers.
e. Until 1970, physicians had no treatment for the "crisis." Now there are several drugs, but each has serious side effects.

6. Unseen Handicaps

Those who serve the handicapped should realize that many people may have handicaps which may not be noticeable, but which may affect behavior adversely. Among these, are such problems as:

a. Deafness or hearing loss - person may not respond because he cannot understand or does not hear.
b. Vascular problems - all ages may be affected. Persons suffering from hypertension, heart attack, other cardiovascular problems may suffer from depression, fear and sometimes irritability.
c. Those on medication - medications which, while taken for numerous legitimate purposes, may have effects on the behavior of the person, who may in addition suffer psychologically from the effects of the illness.

VII. National Legislation Currently Important Concerning the Handicapped

A. Pratt-Smoot Act of 1931

Congress passed this act to provide books for the adult blind. Since then the service has been expanded to include partially sighted or physically handicapped adults and children. Congress empowered the Librarian of Congress to designate other libraries as regional distribution centers. From nineteen libraries this network has grown to over 50 regional and approximately 100 subregional libraries across the nation (the number is growing with expansion of the network).

B. Public Law 89-522 of 1966

This law extended the Library of Congress books for the blind program to physically handicapped persons unable to use conventional print.

C. Public Law 89-511 of 1966

An amendment to the Library Services and Construction Act, Title II-B, it provided authorization to improve library services to the blind and physically handicapped, plus reading aids and devices such as magnifying glasses, page turners, prism glasses and large print books.

D. Architectural Barriers Act of 1968 - Public Law 90-480.

Required that facilities built with federal funds be accessible to the handicapped. This law was not enforced until the Federal Architectural and Transportation Barriers Compliance Board was set up in 1975 to enforce it utilizing ANSI Standard 117.1.

E. American National Standards Institute ANSI Standard 117.1.

Sets standards for making facilities accessible to the handicapped. Last revised in 1961, it is presently undergoing a thorough revision and expansion that will increase it from eight pages to over 100 pages.

F. The Vocational Rehabilitation Act of 1973 - Public Law 93-112, and Rehabilitation Act Amendments of 1974 - Public Law 93-516.

The Vocational Rehabilitation Act of 1973 greatly expanded previous efforts of the federal government to assist the handicapped against discrimination. Several sections of the law are particularly important because of their far-reaching effects:

1. Section 502
   Establishes the Federal Architectural and Transportation Barriers Compliance Board whose purpose is to enforce the Architectural Barriers Act of 1968. It uses as its code for enforcement ANSI Standard 117.1 with the criteria for federal contractors being that the Standard must be met for each contract of at least $2,500.
2. Section 503
   States the requirement that any federal contractor of at least $2,500 shall take affirmative action in hiring qualified handicapped persons and sets up a procedure for handling complaints.
3. Section 504
   a. Redefines "handicapped person" as:
      1) Any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities,
      2) has a record of such impairment, or
      3) is regarded as having such an impairment.
      4) A "major life activity" is any mental or physical function or activity which, if impaired, creates a substantial barrier to employment.
   b. States that no otherwise qualified handicapped individual, shall because of his handicap, be excluded from participation in or be denied the benefits of any program or activity receiving federal financial assistance. To implement this requires:
      1) The removal of physical barriers.
      2) The hiring of qualified handicapped persons.
      3) The provision of needed auxiliary aids such as readers for the blind and interpreters for the deaf in educational institutions.
      4) Deadline dates for implementation, for example, colleges and universities receiving federal funds had to evaluate facility accessibility by June, 1977, provide a transition plan by December, 1977, and by June, 1980, must have finished necessary structural changes.
4. Section 504 Policy Interpretations
   a. As with all regulations, interpretations are provided through regulatory agencies and through court decisions. In light of the recency of much legislation affecting the handicapped, close attention must be paid to such interpretations.
   b. On August 8, 1978, the Secretary of the Department of Health, Education and Welfare issued policy interpretations of Section 504 of the Rehabilitation Act of 1973. These appeared in the Federal Register, Vol. 43, August 14, 1978, pages 36034 - 36036, and are reproduced in Appendix B.

G. Public Law 93-380 - Education Amendments of 1974

It broadened the commitment to handicapped children, by authorizing additional funds to the states, and more importantly specified due process requirements protecting the rights of such children by placing children in the "least restrictive environment." This meant each child would be "mainstreamed" as far as was best possible for his own development into regular schools and classrooms. Each state was required to present a plan of action for the implementation of the act.

H. Public Law 94-142 - Education for All Handicapped Children Act

1. Unlike other federal education laws, this has no expiration date and is regarded as permanent.
2. It sets forth as national policy the ideal that education must be extended to the handicapped as a fundamental right.
3. It also requires mainstreaming into the least restrictive environment.
4. It requires an individual plan written by a school official, a teacher, a parent or guardian and if possible including the child. The plan should include the child's present achievement status, goals for growth and plans for meeting the goals. Parents must be consulted if changes are made.

VIII. The Library of Congress National Library Service for the Blind and Physically Handicapped (NLS)

A. The Pratt-Smoot Act of 1931 authorized the Library of Congress to implement a books for blind adults program utilizing a network of nineteen regional libraries located throughout the nation. Braille was the major "reading form" initially, though today the program includes Talking Books (books recorded on long-playing records), recordings on magnetic tape (cassettes) and flexible discs. Music and journals are also made available as well as annotated catalogs and regular lists of available material.

The Pratt-Smoot Act has been amended to provide services to children and to handicapped persons other than just the blind. As well, there is now provision for a variety of aids for utilizing materials, such as earphones, speed controls and special devices for bedridden readers.

B. To fulfill its mission the National Library Service for the Blind and Physically Handicapped (NLS) conducts five major activities:

1. Production and supply of books in appropriate format (Braille, tape, etc.),
2. Purchase, maintenance, and supply of equipment to utilize various formats,
3. Collection, maintenance and distribution of music scores, texts, and other materials in music,
4. Arrangements with regional libraries for the distribution of materials and equipment,
5. Research and development leading to the improvement and expansion of services.

C. The Network

1. The Pratt-Smoot Act provided initially for nineteen regional libraries. Since then the network has grown by increasing the number of regional libraries, and adding subregionals and multi-state centers.

a. Regional Libraries

The first library service program for the blind in the U.S. was started in 1868 by the Boston Public Library. At that time the books were embossed and were bulky, cumbersome things, quite expensive to mail, though that was the only way to get them to a scattered audience. To alleviate the problem, Congress in 1904 permitted free postage to circulate books to the blind. By 1931, it was recognized that the burden of supplying such materials was too great for a few volunteer libraries to handle. By then it was also clear that neither individuals nor libraries could support the expensive business of Braille book production. Thus, the Pratt-Smoot Act of 1931 was passed and set into motion the national network of regional libraries to distribute books to the adult blind.

Within a short time research sponsored by NLS resulted in the creation of the 33 1/3 rpm record and the Talking Book became more feasible than those earlier produced at 78 rpms.

Today the regional libraries not only circulate materials from NLS, but also buy and produce materials needed within their own regions. The Library of Congress certifies volunteer Braille transcribers, proofreaders and narrators who produce needed materials as a service. All the proofreaders are blind, and many volunteers are handicapped, though others are retired or those who otherwise have the time and interest to help.

b. Subregional Libraries

In order to bring services even closer to its patrons, NLS now designates qualified public libraries as subregional links in the network. To achieve this category the library should have a registered clientele of at least 200 handicapped users as well as a minimal collection of materials in various formats for the handicapped for purposes of demonstration and immediate service to walk-in patrons. This growing section of the network has now reached about 100 libraries and has greatly expanded its service.

c. Multi-State Centers

This program started in 1974 with the designation of two such centers (in Florida and Utah) and has now grown to four (Philadelphia and Illinois). The centers were created to relieve the Library of Congress of some of the overwhelming task of production of duplicate copies, storage and distribution to individuals and other libraries. Decentralization also provides more efficient service throughout the network.

D. Utilization of Technology

The National Library Service for the Blind and Physically Handicapped has from its beginning implemented research and development projects to utilize existing technology, and to encourage new adaptation and new technology where needed to serve the handicapped. Examples of its accomplishments are:

1. Development of the 33 1/3 and 16 2/3 rpm records.
2. Development of the 8 1/3 rpm disc to provide three hours of playback time.
3. Development of the 7 inch flexible disc which need not be returned and on which journal issues and some books are provided for quick distribution.

4. Cassette books on 15/16 ips tape whose speed is such that it can be used to copy directly 8 1/3 rpm records, thus allowing a relatively easy change over from discs to cassette recordings.
5. Four track tapes which increases potential listening time to six hours and allows most books to be recorded on only two cassettes, providing ease of handling, more compact storage and easier shipping.
6. Specially adapted equipment for use of various formats, the most recent being a combination record/cassette player which is now being tested.
7. A microfilm reader is being developed which enlarges type to readable sizes for the partially sighted.
8. Computerized bibliographic service linking network members has been planned and is being developed. A COM catalog which will eventually be the most complete listing of loan materials available in Braille and recorded form has now been produced in a third edition. Each entry includes an annotation, the narrator and the format of the item. Each network library has been provided a microfiche reader which enlarges the reduced type 48 times. Computer technology is also being utilized in some network libraries as a management tool to keep track of patron selections and mailings, as well as for other purposes.
9. Telebook, a project to provide Talking Books to users in their homes via a special FM receiver connected to cable television lines, has been implemented on an experimental basis in Columbus, Ohio.
10. The Ealing Reader, a print reading device combining computer optical character recognition with vocal response for persons who lack the manual dexterity needed to handle conventional print, is being used experimentally in New Englind with 30 readers.

E. Use of the Services

1. Number of readers

	Talking Book	Tape	Braille	Total
1967	98,152	11,126	18,332	127,610
1975	330,380	96,190	19,420	445,990

2. Circulation

	Talking Book	Tape	Braille	Total
1967	4,059,028	355,864	574,174	4,990,066
1975	10,759,600	981,700	548,800	12,290,100

F. Potential Users

It is difficult to determine the number of persons who may qualify as users of the service since a person who has a disorder, such as multiple sclerosis, may or may not need the service depending on how the disease has affected him. The National Library Service for the Blind and Physically Handicapped awarded a contract to the American Foundation for the Blind to conduct a survey to determine the number of potential users of the NLS. In January 1977, a random sample of 140,000 households over the nation was to be surveyed and in April, 1977 an additional 70,000 households were to be polled for a sample of over 200,000 households. Then a subsample of this group identified as potential users will be interviewed in depth to learn the incidence of various handicaps, reading material and equipment preferred, the scatter of readers and the percentage of the population of potential users not being served by the program. Another aspect of the survey will be questionnaires and observations of users in hospitals and nursing homes. Administrators of such institutions will be contacted to determine how their attitudes may affect program use. An analysis of all collected data will be used to make future plans for the network.

IX. International Cooperation

A. Kurt Cylke, Chief, National Library Service for the Blind and Physically Handicapped has proposed that library service for the handicapped is based in the same philosophy as is that for the nonhandicapped, the only difference being the requirement of special formats and equipment for the handicapped. This necessity makes provision of library materials to the handicapped very expensive and suggests the need to eliminate duplication of effort in the production of reading materials and in the development of technology. International cooperation would also make it easier to provide reading materials in various languages. Readers in the United States could benefit greatly from such sharing, as the NLS has very little non-English material available.

B. Cylke noted to interested librarians meeting at the International Federation of Library Associations (IFLA) in Brussels in 1977, five areas of concern in developing international cooperation:

1. Development of an international inventory of library resources.
2. The need for identification of existing production formats.
3. The need for standardization of production formats.
4. The development of an effective international interlibrary loan program.
5. The need for coordination in the application of present and future technology to production.

C. How Some Countries Vary in Meeting Needs

1. Copyrights for materials are handled differently:
    a. The English publishers' association grants the right to copy on a title-by-title basis for all United Kingdom countries, except Canada, and allows the Royal National Institute for the Blind in London to reproduce up to 50 copies of each book.
    b. In England, duplication of recorded materials is limited to formats which cannot be used on commercial sound systems.
    c. The Swedish Association for the Blind routinely pays royalties to the publishers' association because it produces cassettes which can be played on commercially available equipment.
    d. In the U.S., the NLS either requests permission to copy from the copyright owner or negotiates an agreement with a publisher to copy all titles controlled by the publisher.
2. Eligibility and Distribution
    a. It seems generally to be agreed that services should be provided to those who are unable to read conventional print materials.
    b. Distribution in the U.S. is handled through a network of cooperating libraries. In other countries distribution is handled by separate agencies for the handicapped.
3. Technology

Each country conducts its own research and development program which has resulted in various items of equipment for production and utilization of materials. In most instances the U.S. is a leader in technology and has for several years shared its knowledge with interested countries.

D. The 1977 IFLA meeting resulted in agreement to form an international user group to study ways to cooperate in providing library services to the blind and physically handicapped. It was agreed that seven areas be given first attention:

1. Copyright.
2. Bibliographic Control.
3. Postal Regulations and Customs Laws.
4. Format.
5. Library Identification.
6. International and National Liaison.
7. Research and Development.

It was further agreed that working papers would be developed to be presented at the next IFLA meeting in 1978.

E. Efforts at international cooperation in library service to the handicapped can best be described as developmental or exploratory. That initial steps have been taken should be of interest to those serving the handicapped.

APPENDIX A

Imaginative Literature Containing Characterizations of the Handicapped

1. Bronte, Charlotte. Jane Eyre
2. Brown, Roy. Flight of Sparrows
3. Byars, Betsy. Summer of the Swans
4. Corcoran, Barbara. A Dance to Still Music
5. Crichton, Michael. The Terminal Man
6. De Angeli, Marguerite. The Door in the Wall
7. Kellogg, Marjorie. Tell Me That You Love Me, Junie Moon
8. Lenski, Lois. We Live in the South
9. London, Jack. The Sea-Wolf
10. McCullers, Carson. The Heart is a Lonely Hunter
11. Maugham, W. Somerset. Of Human Bondage
12. Mulock, Dinah Maria. The Little Lame Prince
13. Raskin, Ellen. Spectacles
14. Vonnegut, Kurt. Breakfast of Champions
15. Wilder, Laura Ingalls. These Happy Golden Years

Sources of Additional Imaginative Literature

1. Children's Catalog, 1909 -
2. Junior High School Library Catalog, 1965 -
3. Senior High School Library Catalog, 1926 -
4. Fiction Catalog, 1908 -
5. Baskin, Barbara and Karen H. Harris. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped, 1977.

APPENDIX B

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

Policy Interpretations

INTRODUCTION

The following four policy interpretations are issued by the Office for Civil Rights under the procedures announced in the FEDERAL REGISTER on May 1, 1978, 43 FR 18630. They interpret the Department's regulation issued under section 504 of the Rehabilitation Act of 1973.

DAVID S. TATEL,
Director,
Office for Civil Rights.

AUGUST 8, 1978.

SECTION 504 OF THE REHABILITATION ACT OF 1973

POLICY INTERPRETATION NO. 3

Subject: "Program Accessibility" Requirements.

Policy Interpretation: A recipient is not required to make structural modifications to its existing facilities if its services can be made effectively available to mobility impaired persons by other methods. In selecting from among other methods, recipients must give priority to those that offer handicapped and nonhandicapped persons programs and activities in the same setting. Because of the administrative impossibility of continually determining, on an up-to-date basis, whether mobility impaired individuals will be entitled to services by a given recipient, and for other reasons set forth below, the absence of mobility impaired persons residing in an area cannot be used as the test of whether programs and activities must be made accessible.

Discussion: The Department has been asked by recipients conducting modest programs (e.g., libraries in rural areas, small welfare offices, day care centers and senior citizens centers): (1) Whether they must make structural changes to their buildings to accommodate persons who are mobility impaired; and (2) whether they must make their services accessible to mobility impaired persons even if no such persons are known to live in their service area.

The Section 504 regulation was carefully written to require "program accessibility" not "building accessibility," thus allowing recipients flexibility in selecting the means of compliance. For example, they may arrange for the delivery of their services at alternative sites that are accessible or use aides or deliver services to persons at their homes. The regulation does *not* require that all existing facilities or every part of an existing facility be made accessible; structural changes are *not* necessary if other methods are effective in making the recipient's services available to mobility impaired persons. For example, a library building in a rural area with one room and an entrance with several steps can make its services accessible in several ways. It may construct a simple wooden ramp quickly and at relatively low cost. Mobility impaired persons may be provided access to the library's services through a bookmobile or by special messenger service or clerical aid or any other method that makes the resources of the library "readily accessible." However, recipients are required to give priority to methods that offer handicapped and nonhandicapped persons programs and activities in the same setting.

There is an additional option for recipients that have fewer than 15 employees and that provide health, welfare, or other social services. If such a recipient finds, after consulting with a handicapped person seeking services, that only a significant alteration to its existing facilities will make its program accessible, the recipient may refer the handicapped person to another provider of the same services that is accessible. The referring recipient has the obligation to determine that the other provider is accessible and is willing to provide the services.

The section 504 regulation does not condition the requirement of "program accessibility" upon handicapped persons residing in the recipient's service area. Such a condition would be administratively unworkable. It would require the establishment of arbitrary geographic boundaries for each recipient's service area, the identification of all handicapped persons in that area and periodic surveys to determine whether handicapped persons have moved into or out of the service area. It would also ignore the needs of those persons who temporarily become mobility impaired or those mobility impaired persons who visit a service area. Moreover, mobility impaired persons may decide not to settle in a community because its services are not accessible.

The Department concludes, as it did when the section 504 regulation was adopted, that because the "standard (for program accessibility) is flexible" the regulation "does not allow for waivers" (See "Authority" section below).

Coverage: This policy interpretation applies to any public or private institution, person, or other entity that receives or benefits from HEW financial assistance. For further information, see definition of "recipient" at 45 CFR section 84.3(f).

Authority: Regulation issued under section 504 of the Rehabilitation Act of 1973, 45 CFR § 84.22 and appendix A.

Section 84.22:

(a) *Program accessibility* A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

(b) *Methods.* A recipient may comply with the requirements of paragraph (a) of this section through such means as redesign of equipment, reassignent of classes or other services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of health, welfare, or other social services at alternate accessible sites, alteration of existing facilities and construction of new facilities in conformance with the requirements of § 84.23, or any other methods that result in making its program or activity accessible to handicapped persons. A recipient is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with paragraph (a) of this section. In choosing among available methods for meeting the requirement of paragraph (a) of this section, a recipient shall give priority to those methods that offer programs and activities to handicapped persons in the most integrated setting appropriate.

(c) *Small health, welfare, or other social service providers.* If a receipient with fewer than 15 employees that provides health, welfare, or other social services finds, after consultation with a handicapped person seeking its services, that there is no method of complying with paragraph (a) of this section other than making a signficant alteration in its existing facilities, the recipient may, as an alternative, refer the handicapped person to other providers of those services that are accessible.

Appendix A—Section-by-Section Analysis, Subpart C—Program Accessibility.

Several commenters expressed concern about the feasibility of compliance with the program accessibility standard. *The Secretary believes that the standard is flexible enough to permit recipients to devise ways to make their programs accessible short of extremely expensive or impractical physical changes in facilities. Accordingly, the section does not alow for waivers.* The Department is ready at all times to provide technical assistance to recipients in meeting their program accessibility responsibilities. For this purpose, the Department is establishing a special technical assistance unit. Recipients are encouraged to call upon the unit staff for advice and guidance both on structural modifications and on other ways of meeting the program accessibility requirements * * *. (Emphasis added.)

Further, it is the Department's belief, after consultation with experts in the field, *that outside ramps to buildings can be constructed quickly and at a relatively low cost. Therefore,* it will be expected that such structural additions will be made promptly * * *. (Emphasis added.)

SECTION 504 OF THE REHABILITATION ACT OF 1973

POLICY INTERPRETATION NO. 4

Subject: Carrying Handicapped Persons to Achieve Program Accessibility.

Policy Interpretation: Carrying is an unacceptable method for achieving program accessibility for mobility impaired persons except in two cases. First, when program accessibility can be achieved only through structural changes, carrying may serve as an expedient until construction is completed. Second, carrying will be permitted in manifestly exceptional cases if carriers are formally instructed on the safest and least humiliating means of carrying and the service is provided in a reliable manner.

Discussion: The section 504 regulation requires that federally assisted programs and activities be "readily accessible" to handicapped persons. A program or activity will be judged "readily accessible" only if it is conducted in a building and room that mobility impaired persons can enter and leave without assistance from others. Carrying requires such assistance and is therefore unacceptable.

Carrying may also be undependable (e.g., when college students or employees are expected to volunteer) and often hazardous (e.g., when carriers are untrained or when the carrying is to occur on poorly illuminated or narrow stairs). It may humiliate the handicapped person by dramatizing his or her dependency and creating a spectacle. Its use is therefore inconsistent with section 504's critical objective of encouraging handicapped persons to participate in programs and activities.

The Department recognizes that carrying may be necessary in the following cases:

(1) The section 504 regulation requires "program accessibility" for handicapped persons and suggests a variety of methods for attaining compliance that can be implemented within 60 days. However, if "program accessibility" can be achieved only through "alterations of existing facilities (or) construction of new facilities," the construction must be completed "as expeditiously as possible," but in no event, later than June 3, 1980. Although recipients are not required to provide "program accessibility" during the period of construction, the Department encourages recipients to develop an interim expedient that may be carrying.

(2) Carrying is also acceptable in manifestly exceptional cases. For example, a university has properly maintained that the structural changes and devices necessary to adapt its oceanographic vessel for use by mobility impaired persons are prohibitively expensive or unavailable. Carrying, under this exception, must be provided in a manner that attempts to overcome its shortcomings. For example, carriers must be formally instructed on the safest and least humiliating means of carrying and the service must be provided in a reliable manner.

Coverage: This policy interpretation applies to any public or private institution, person, or other entity that receives or benefits from HEW financial assistance. For further information, see definition of "recipient" at 45 CFR § 84.3(f).

Authority: Regulation issued under section 504 of the Rehabilitation Act of 1973, 45 CFR §§ 84.22 (a), (b) and (d).

Section 84.22:

(a) *Program Accessibility.* A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

(b) *Methods.* A recipient may comply with the requirement of paragraph (a) of this section through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of health, welfare, or other social services at alternate accessible sites, alteration of existing facilities and construction of new facilities in conformance with the requirements of § 84 23, or any other methods that result in making its program or activity accessible to handicapped persons. A recipient is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with paragraph (a) of this section. In choosing among available methods for meeting the requirement of paragraph (a) of this section, a recipient shall give priority to those methods that offer programs and activities to handicapped persons in the most integrated setting appropriate.

(d) *Time period.* A recipient shall comply with the requirement of paragraph (a) of this section within 60 days of the effective date of this part except that where structural changes in facilities are necessary, such changes shall be made within 3 years of the effective date of this part, but in any event as expeditiously as possible.

SECTION 504 OF THE REHABILITATION ACT OF 1973

POLICY INTERPRETATON NO. 5

Subject: Participation of Handicapped Students in Contact Sports.

Policy Interpretation: Students who have lost an organ, limb, or appendage but who are otherwise qualified, may not be excluded by recipients from contact sports. However, such students may be required to obtain parental consent and approval for participation from the doctor most familiar with their condition. If the school system provides its athletes with medical care insurance for sickness or accident, it must make the insurance available without discrimination against handicapped athletes.

Discussion: The Department has received several complaints that students have been denied an opportunity to participate in contact sports solely because they have lost an organ, limb, or appendage. The regulation's requirement that handicapped students be provided an equal opportunity to participate in physical education and athletics programs extends to contact sports. The exclusion from contact sports of students who have lost an organ, limb, or an appendage (e.g. a kidney, leg, or finger) but who are otherwise qualified is a denial of equal opportunity. It denies participation not on the basis of ability but because of a handicap.

A recipient cannot assume that such a child is too great a risk for physical injury or illness if permitted to participate in contact sports. However, a child may be required to obtain parental consent and approval for participation from the doctor most familiar with his or her condition.

If the recipient provides its athletes with medical care insurance for sickness or accident, it must make the insurance available without discrimination against handicapped athletes.

Coverage: This policy interpretation applies to any public or private institution, person, or other entity that receives or benefits from HEW financial assistance. For further information see definition of "recipient" at 45 CFR § 84.3(f).

Authority: Regulation issued under section 504 of the Rehabilitation Act of 1973, 45 CFR § 84.37(c)(1).

Section 84.37(c)(1):

(c) *Physical education and athletics.* (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

SECTION 504 OF THE REHABILITATION ACT OF 1973

POLICY INTERPRETATION NO. 6

SUBJECT: School board members as hearing officers.

POLICY INTERPRETATION: School board members may not serve as hearing officers in proceedings conducted to resolve disputes between parents of handicapped children and officials of their school system.

DISCUSSION: The section 504 regulation requires school districts to establish a "system of procedural safeguards" to protect against errors in the educational programs developed for handicapped students. One requirement of that system is an "impartial hearing * * * and a review procedure" through which a parent may contest the evaluation and placement of his or her child.

Recipients have asked whether school board members may serve as the hearing or reviewing authority in their own school district. The Department has concluded that this practice is inconsistent with the regulation's requirement of "impartial" proceedings. School board members have a clear interest in the outcome of the hearing. For example, determinations adverse to the parents will often avoid additional expenditures by the board. Also, the school board has hired, and therefore expressed confidence in, the judgment of the professionals challenged in the hearing. Moreover, since the Department will generally not review individual placement and other educational decisions of a school district if the "system of procedural safeguards" is in place, every precaution must be taken to ensure that those procedures operate fairly.

This interpretation is also supported by our commitment to coordinate section 504 procedural safeguards with those established by the Office of Education under the Education of the Handicapped Act. The regulation issued under that statute, as interpreted by the Office of Education, bar school board members from serving as hearing officers in their school system.

COVERAGE: This policy interpretation applies to any public or private institution, person, or other entity that receives or benefits from HEW financial assistance. For further information, see definition of "recipient" at 45 CFR 84.3(f).

AUTHORITY: Regulation issued under section 504 of the Rehabilitation Act of 1973, 45 CFR 84.36 and Appendix A thereto.

Section 84.36: A recipient that operates a public elementary or secondary education program shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of section 615 of the Education of the Handicapped Act is one means of meeting this requirement.

Appendix A, Subpart D (Fifth Paragraph): It is not the intention of the Department, except in extraordinary circumstances, to review the result of individual placement and other educational decisions, so long as the school district complies with the "process" requirements of this subpart (concerning identification and location, evaluation, and due process procedures) * * *.

Regulations Issued Under the Education of the Handicapped Act, 45 CFR 121a.507 and Appendix A Therto

Section 121a.507: (a) A hearing may not be conducted:

(1) By a person who is an employee of a public agency which is involved in the education or care of the child, or

(2) By any person having a personal or professional interest which could conflict with his or her objectivity in the hearing.

(b) A person who otherwise qualifies to conduct a hearing under paragraph (a) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer . . . .

Appendix A, Subpart E ("Response" to "Comment" on Section 121a.507): [A] parent of the child in question and school board officials are disqualified under § 121a.507.

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LIBRARY SERVICE TO THE HANDICAPPED

INSTRUCTIONAL MATERIAL FOR

ADMINISTRATION COURSE

Prepared by Frances Benham

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STUDENT ASSIGNMENT SHEET

I. Policy Development

A. Objectives

1. To be able to name three sources of pressure for the provision of services.

2. To be able to list three initial steps in determing if a need for service exists.

3. To be able to list five results of a community survey to document need for service.

B. Readings

1. "Disabled People in the U.S.: Facts and Figures." Interracial Books for Children Bulletin 8(Nos. 6 and 7, 1977): 20-21.

2. Kleinfield, Sonny. "The Handicapped: Hidden No Longer." Atlantic Monthly 240(December 1977):86-90.

3. Needham, William L. "Academic Library Service to Handicapped Students." Journal of Academic Librarianship 3(November 1977):273-279.

C. Activities

1. Find population data that indicate percentage of handicapped in various age groups, such as those over 65.

2. Find out if your organization accepts federal funds such that it is required to follow federal requirements for handicapped.

D. Questions

1. What is the role of standards in policy formulation?

2. What are the arguments, pro and con, for integrating library services to the handicapped with library services to the other user groups?

II. Consumer Advocacy for the Handicapped

A. Objectives

1. To be able to define and explain the role of consumer advocates for the blind and physically handicapped and to give one example of such an organization.

2. To be able to list nine ways for a library to indicate its commitment to including the disabled in planning, implementing and evaluating its services.

B. Readings

1. Gashel, James. "The Consumer's Role in Library Services for the Blind" in Strom, M. G. Library Services to the Blind and Physically Handicapped. Metuchen, N.J.: Scarecrow Press, 1977, p. 41-47.

2. Laski, Frank J. "Legal Advocacy, Positive Factor in Rights for Disabled People." American Rehabilitation 1(May-June 1976): 12-17.

3. "Library-based Blind Service Fought by National Blind Group" Library Journal 102(January 15, 1977):148-149.

C. Activities

Contact a local group, such as a chapter of the National Federation for the Blind, to invite a representative to present its view of local library service.

D. Questions

What advantages may accrue to the library as a result of consumer advocate activity? What problems may result from such activity?

III. Facilities for the Handicapped

A. Objectives

1. To recognize seventeen possible physical barriers to use of a library.

2. To be able to explain how each of the possible physical barriers may also be a psychological barrier to effective use of a library.

3. To be able to explain the effects of four federal laws regarding such barriers and two basic facts about state laws.

B. Readings:

1. Greco, Constance M. "Barred from the Library." American Libraries 1(October 1970):908-910.

2. Harkness, Sarah P. and James N. Groom, Jr. Building Without Barriers for the Disabled. New York: Watson - Guptill Publications, 1976 (skim this).

C. Activities

1. Walk through your library, jotting down barriers to the handicapped in the public service and work areas.

2. Interview, if possible, a handicapped person to learn what barriers to use he experiences in the library.

D. Questions

1. Are there "conflicts of interest" about facilities for different groups of handicapped citizens?

2. How much more expensive is it to construct a new building that is barrier free as opposed to a conventional building? What about renovation costs?

IV. Employment of the Handicapped in Libraries

A. Objectives

1. To learn the legal definition of the term handicapped.

2. To learn three basic facts about the education and employment rates of the handicapped.

3. To correct five misconceptions regarding employment of the handicapped.

4. To learn six requirements of affirmative action.

5. To learn six steps that may result from failure to comply with affirmative action.

6. To be able to write a job description which will meet affirmative action guidelines.

B. Readings

1. Pati, Gopal C. "Countdown on Hiring the Handicapped." Personnel Journal 57(March 1978):144-153.

2. Zerface. W. A. "No More Excuses: Hire the Handicapped Librarian." Wilson Library Bulletin 51(April 1977):656-660.

C. Activities

1. Prepare a job description which would be legally acceptable for eliminating potential job-holders because of a particular handicap.

2. List the number of professionally employed handicapped librarians you know and their jobs. Nonprofessional library staff?

D. Questions

1. How can library administrators prepare their staffs for acceptance of handicapped employees? Should they?

2. Should handicapped library science students receive special counseling, including instruction in the law on employment?

V. Using Volunteers in the Library

A. Objectives

1. To be able to list five values which may be gained from using volunteers.

2. To be able to list four steps in selecting volunteers.

3. To be able to list and discuss five possible problems resulting from the use of volunteers.

B. Readings

1. Jenkins, Harold. "Volunteers in the Future of Libraries." Library Journal 97(April 15, 1972):1399-1403.

2. Straus, Ellen Sulzberger. "In Defense of Unpaid Labor." Ms. 3(February 1975):74-75+.

3. Warner, Alice Sizer. "Volunteerism and Librarianship." Library Journal 97(April 1, 1972):1241-1245.

C. Activities

1. List types of positions volunteers might handle in a library.

2. Prepare a job description for a volunteer position.

D. Questions

1. Why may volunteers be considered as goodwill ambassadors for the library?

2. How would you handle 245 volunteer applications for ten openings?

VI. Evaluation

A. Objectives

1. To become aware of the necessity for evaluation of services and programs.

2. To become familiar with some methods of evaluation.

B. Readings

1. Lancaster, F. Wilfrid, Issue Editor. "Systems Design and Analysis for Libraries." Library Trends 21(April 1973):463-604.

2. Reed, Sarah R., Issue Editor. "Evaluation of Library Services." Library Trends 22(January 1974):254-413.

C. Activities

1. Choose one method for evaluation of a service to handicapped users and give pros and cons of using the method.

2. Find an example in library literature of an evaluation of a library service and critique it.

ADMINISTRATION OF LIBRARY SERVICES TO THE HANDICAPPED

Introduction

In the last several years an increasing amount of attention has been given to problems of the handicapped, as evidenced by popular media coverage, civil rights activities by the disabled and changes in both federal and state laws. Recognizing the right to equal and humane treatment of handicapped people has become, in a sense, a national priority. It has been said that the sixties marked the beginning of the period of civil rights for racial minorities, the seventies saw the nation enter into the women's rights movement, and now finally, we embark on the journey to ensure the civil rights of a relatively small, but sizable group - the blind and physically handicapped.

It might be well to begin with a working definition of the handicapped. The Rehabilitation Act of 1973 (Public Law 93-112) as amended by The Rehabilitation Act Amendments of 1974 (Public Law 93-516) states that a handicapped person is "any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment." A "major life activity" is defined as "any mental or physical function or activity which, if impaired, creates a substantial barrier to employment." A "qualified handicapped individual" is further defined as one who fits the above description and "is capable of performing a particular job, with reasonable accomodation to his handicap, at the minimum acceptable level of productivity applicable to a nonhandicapped incumbent employee."

Who are these people? H.E.W. Secretary Califano in signing Section 504 of the Rehabilitation Act of 1973 in May 1977, stated that 35 million Americans are handicapped (Milner, Margaret. Planning for Accessibility, p. 7) The published figures vary widely, and it appears that we have not yet agreed exactly what to include. A middle ground figure includes (Wilson Library Bulletin, April 1977, p. 656):

Retarded.	3.5 million
Paralyzed or physically deformed	1.4 million
Cardiac or hypertensive	1.4 million
Advanced arthritics	1.0 million
Deaf (totally or partly) . . .	.9 million
Blind (totally or partly) . . .	.7 million
Other	2.0 million

While we may not agree on such numbers, it appears clear that libraries shall provide services to these people ... particularly the public library, but also the school and academic. Steps taken to provide library services to the handicapped are those an administration would follow to resolve any problem.

Policy Development

I. Objectives

A. To be able to name three sources of pressure for the provision of services.

B. To be able to list three initial steps in determining if a need for service exists.

C. To be able to list five results of a community survey to document need for service.

II. Initiation of Request for Service

A. Request may be external from:

1. Citizens, such as handicapped groups or their advocates
2. Law
3. Legal entity such as federal government agency which might point out that failure to provide service to particular groups may jeopardize federally funded programs or funds.
    - a. Where external requirements are imposed by external agency documentation should be provided to legal department.
    - b. When library prepares statement of legal requirements or policies, these should be approved by legal department prior to seeking approval or making it public.

III . Initial Steps to Determine if Need Exists:

A. Use of general population data on incidence of blind and physically handicapped. Where this is not reported in census, prepare review of literature. The 1970 national census provides some incomplete data about the handicapped between the ages of 16 and 64: this and other data show:

1. Of those ages 16 to 64, 11.3 million persons had disabilities which had lasted six months or longer. This included only adults out of work, not those disabled holding jobs.
2. 12.5 million temporarily injured (broken limbs, injuries to back or spine, severe burns).
3. 1.7 million homebound (due to chronic health disorders or degenerative diseases like multiple sclerosis).
4. 2.1 million institutionalized (mentally retarded, developmentally disabled, terminally ill, including an unknown number who are disabled and forced into institutions for economic reasons alone).

B. Comparison of general local data with information on general population, pointing out any seeming variation in:

1. Number in nursing homes
2. Number in retirement homes
3. Work shelters
4. Special institutions
5. Population trends pointing to unusual growth, such as higher than average projected growth in number of elderly residents in service area.

6. Data compiled by regional and municipal planning agencies.
7. Data compiled by other social service agencies; such as Easter Seals, Visiting Nurses, Visiting Homemakers, Meals on Wheels, Senior Citizens, Hospitals, etc.

C. Substantiation of Need for Service

1. Use of National Standards for Libraries, such as:
    a. National Standards as indicated by Minimum Standards for Public Libraries, 1966:
        1) "The aim of the public library is service to all the people. This encompasses individuals and groups of every age, education, philosophy, occupation, economic level, ethnic origin, and human condition . . . Library service reaches the individual regardless of where he lives . . . All activities of the library are designed to facilitiate use of resources - to remove barriers, to invite use, to guide reading toward the goals of each individual" (p. 27)
        2) "The library has the responsibility to serve all the people in the community. Many individuals and groups, not having access to specialized libraries, require special attention that can be given through specialized materials and services of the public library. These individuals and groups include, among others:
            The physically handicapped, such as the blind
            The homebound, and patients and inmates of hospitals and institutions
            The senior citizens and the retired
           Services to these individuals and groups requires:
            Ease of access
            New techniques of service
            Specialized materials
            Staff with special competence
            Financial support within or in addition to the annual budget.
           Service may be made available in the library or outside the library. These services to meet special needs should be reviewed periodically. As national, state, or local programs are developed, the library system's statement of purpose should be revised to provide service in support of these developments." (p. 33)
        3) "Materials selected for special groups should conform to the library's objectives for these groups, and should be appropriate to their needs both in format and in literary quality. Occasionally material not traditionally acceptable for library use may be included." (p. 38)
        4) "The library building and its services should have entry access and interior features to facilitate use by the infirm and handicapped." (p. 58)
    b. Use of State standards as indicated by The Florida Standards for Public Library Service. 1967.
        1) "The public library provides for every citizen a free means for informal continuing education and cultural enrichment by making available to him a wide selection of printed and audio-visual materials, organized and easily accessible, and with a professional staff to interpret and guide him in their use . . . Every Florida citizen should have the opportunity

to foster his own educational and cultural development through the use of a public library in his community." (p. 22)

2) "To meet these needs for expanding service and more adequate facilities it is necessary that public library service be given through a system of cooperating resource centers, regional systems, and branch libraries." (p. 23)

3) "Physical Facilities: 'Attention should be paid to the special needs of the handicapped with entrances at street level a prime consideration.'" (p. 32)

c. Use of Other Standards

1) Standards for Library-Media Centers in Schools for the Deaf. 1967. While these standards are directed to the school situation, it should be of concern that the community may not have a school for the deaf and that where such a school is available, its materials and services are geared to students. The guidelines provided here can serve as a model for public library guidelines.

2) Commission on Standards and Accreditation of Services for the Blind. The COMSTAC Report: Standards for Strengthened Services, 1966. "Since blindness knows no geographical barriers, any community, school, college, business, profession or other group may be the setting in which a blind person functions. The library agency which serves any of these groups should be prepared, within reasonable limits, to see that the needs of the blind members of the group are served as well as those of the sighted members." (p. 201)

3) U.S. National Commission on Libraries and Information Science. Toward a National Program for Library and Information Services: Goals for Action. 1975:

   a) "To eventually provide every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's education, working, cultural and leisure time needs and interests, regardless of the individual's location, social or physical condition or level of intellectual achievement." (p. xi)

   b) "The more than six million blind and physically handicapped persons in the United States need materials in a special format. The National Commission commends the Library of Congress, Division for the Blind and Physically Handifor its dedicated work in this area, and regards it as critical that its work be continued and expanded. Specifically, the Commission recommends that added efforts be made to seek out and serve those eligible for the service; utilize more effectively the limited resources available, considering the expense and time consumed in the production of embossed and recorded books and periodicals; increase the quantity and quality of available materials, taking advantage insofar as possible of new technological advances in the production of Braille and music Braille; and implement plans for the computerized National Union Catalog of embossed and recorded materials. Attention should also be directed toward the continued increase in the number of appropriate circulation outlets, so that handicapped persons may be served more adequately by their local libraries; further development of the multistate service, centralized cataloging, storage and distribution centers, development of more efficient interlibrary loan techniques; and the promotion of cooperation and communication among participating libraries and agencies." (p. 41)

4) Use of Changing Standards and New Standards
   a) ALA Activity
      1 - The Public Library Association is presently drafting revised standards. (See American Libraries 8(December 1977):615-620).
      2 - The Ad Hoc Committee to Review Standards for the Blind and Physically Handicapped for the Health and Rehabilitative Library Services Division has prepared a preliminary draft (3/3/78) for final consideration 8/31/78.
      3 - An Ad Hoc Committee of ALA's Health and Rehabilitative Library Services Division has been named to draft standards for library services for the deaf.

D. The governing board, provided such basic preliminary information, should consider whether to support a more thorough community survey from which can be developed a basic service policy and a plan of service.

E. Armed with such support, the community survey is conducted to determine:

1. Number and composition of handicapped population.
2. Mobility needs.
3. What educational levels are represented.
4. What services are needed:
   a. Bookmobiles, number and routes.
   b. Deposit collections, number and location.
   c. Home visits, number of clients and frequency of visits.
5. Costs of program.
   a. Personnel.
   b. Materials.
   c. Equipment.
   d. Space.
   e. On-going costs.
6. Possible support from local handicapped groups.

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Consumer Advocacy for the Handicapped

I. Objectives

A. To be able to define and explain the role of consumer advocates for the blind and physically handicapped and to give one example of such an organization.

B. To be able to list nine ways for a library to indicate its commitment to including the disabled in planning, implementing and evaluating its services.

II. Consumer Advocates

Recently blind and physically handicapped groups have organized and become active politically. They represent their needs to the state legislatures and Congress as well as other policy-making bodies. The National Federation of the Blind is only one example of such a group. Organized in 1940, it has become a powerful consumer voice. One of its positions is that library service has never been and will never be adequately provided by traditional libraries. It has worked vigorously in several states (Nebraska, Washington and Montana) to remove library services for the blind from the state library to other agencies serving the blind. It was very active in ALA's withdrawal of approval of the 1966 COMSTAC standards for library service to the blind.

III. Administrator's Role in Consumer Advocacy

A. Library Administrators must be aware of the activities of such groups, particularly in their service areas and include their representatives in all phases of planning, implementation and evaluation of services to the blind and physically handicapped.

B. Steps to Assure Participation of Consumer Advocates

1. The creation of an advisory council made up of members chosen by and representing various organizations for the handicapped.
2. A well publicized structure for the handicapped to request needed materials which may be purchased, borrowed or produced for them.
3. Employment of qualified handicapped persons.
4. Library orientation programs for handicapped groups or organizations.
5. The availability of a WATS line and TTY telephone terminal (for the deaf) for those who have trouble getting to the library. Its number should be well publicized among handicapped groups and organizations.
6. Attendance by librarians at conventions of handicapped organizations to demonstrate and discuss library services and issues.
7. Participation of the handicapped in the composition of the library selection policy.
8. Information brochures about special services for the handicapped, as well as about community programs and educational opportunities.
9. Regular publicity in local media about services to such groups.

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FACILITIES FOR THE HANDICAPPED

I. Objectives

A. To recognize seventeen possible physical barriers to use of a library.

B. To be able to explain how each of the possible physical barriers may also be a psychological barrier to effective use of a library.

C. To be able to explain the effects of four federal laws regarding such barriers and two basic facts about state laws.

II. Barriers to the Use of the Library

A. Curbs - Wheelchairs cannot traverse normal curbs. Curb cuts or ramps should not be steep, should be located where they cannot be obstructed by cars and should never be built out into the street or drop off on either side. Such ramps should have slightly raised ridges as guides to the blind who might otherwise walk unaware into a busy street.

B. Sidewalks - These should be smooth, hard, with a non-slip surface and no abrupt changes in level. Walks should be wide enough for two wheelchairs to pass. If the walk is not even with adjacent ground, it should have handrails. Long walks should have an occasional rest area for those who tire easily. Any slope should be gradual. Any gratings should have such small holes that a cane or crutch would not get caught.

C. Parking - Spaces should be located to provide the shortest distance to building entry. Each space should be wide enough to allow doors of vehicle to open fully for loading and unloading a wheelchair. Each such space should be designated clearly by a sign.

D. Building Entry - Ground level entry is best for handicapped. If this is not possible a gradual slope, no more than 1 inch rise to 12 inches of distance and preferably 1 inch to 20 inches, is acceptable, either with a ramp or graded entry. A weather-proof mechanical chairlift can be installed outdoors to lift wheelchairs to entry level.

E. Door - The floor area on both sides of the door must be level for wheelchairs to maneuver. The doorway should be wide enough for wheelchairs or walkers. Wheelchairs for adults range from 2'3" to 2'8" in width. Knob handles are difficult or impossible for some disabled people to twist or grip. Lever handles can be opened by an unprecise movement without gripping or twisting. Doors with automatic closers are hard for the disabled to traverse and should have kick plates at the bottom on the push side to allow pushing by sheelchairs. Turnstiles and revolving doors cannot be used by many disabled. The best doors for the handicapped are sliding electrical doors.

F. Floors - The best are smooth, hard and slip-resistant. Carpets and mats make wheelchair travel hard. Carpets should be fastened tightly to the floor and be tightly woven without much pile.

G. Stairs - Handrails should be available on both sides of the stairs and should continue beyond the top and bottom stair to allow people to stabilize themselves. Raised numbers near the end of the extensions let the blind know what floor they're on.

H. Elevator - Elevators should be large enough for a wheelchair to turn around. Buttons should be low enough for seated persons to reach. There should be raised numbers beside the buttons for the visually impaired. There should be handrails inside the elevator.

I. Signs - Lettering should be large with a contrasting background. The letters should be raised for use by the visually disabled. Signs at doors should be mounted on the wall beside the door. Signs may be audible and visible. Fire alarms should be both audible and visible for the sake of the deaf and blind.

J. Water Fountains - They should be low enough for seated or short people and should be lever operated.

K. Telephones - Telephones should be low enough for all to reach. There should be a clear space in front for approach by wheelchairs. A folding seat should be provided as well.

L. Restrooms - A toilet stall should be large enough for entry by a wheelchair as well as turning room. Grab bars are necessary. Flushing should be possible without much force. Lavatories should be mounted so that wheelchairs can pull up to them. Faucets should be easily operated by lever for those who cannot grip or turn knobs. Exposed hot water pipes should be well insulated.

M. Tables - Wheelchairs should fit under tables.

N. Chairs - Chairs should be built for ease of use and ease of emergence.

O. Card Catalog and Other Files - If a catalog cannot be low enough for use from a wheelchair, service should be provided to take drawers to a table for use by the person in a wheelchair. Drawers should not be so packed that the user of a magnifying glass cannot read cards.

P. Bookstacks - Service should be provided to bring material from the stacks for those who cannot reach all the shelves.

Q. Aisles - Aisles should be wide enough for two wheelchairs to pass. This does not include the aisles between bookstacks.

III. The Law - Federal

A. Public Law 90-480, the Architechtural Barriers Act of 1968, was planned to ensure that buildings financed with federal funds would be accessible to the handicapped. This was not enforced until the Federal Architechtural and Transportation Barriers Compliance Board (FATBCB) was created in 1975 with enforcement as one of its duties.

B. The Tax Reform Act of 1976 provides tax relief for businessmen who make alterations for accessibility for the handicapped.

C. Public Law 93-112, The Rehabilitation Act of 1973 was enacted in 1975. Its section 502 set up the FATBCB to enforce the Architectural Barriers Act of 1968. The standards enforced by the FATBCB are the American National Standard Institute (ANSI) Standard A117.1 which was published in 1961. These standards are not specific enough and are presently undergoing a thorough revision.

D. Section 503 of the Rehabilitation Act of 1973 requires that any contractor of $2,500 or more with the federal government must hire qualified handicapped employees.

E. Section 504, signed by H.E.W. Secretary Califano in May 1977, requires that no qualified handicapped person can be excluded from any program funded by the federal government. There are some who believe this includes drug addicts and alcoholics, and some who believe homosexuals may be considered handicapped under this section. Architecturally, it means almost complete accessibility of new facilities built with federal funding.

Section 504 also requires that organizations with ongoing programs of federal funding must remove architectural barriers within three years of June 3, 1977. This particularly affects university campuses which were to make all programs available to the handicapped by fall, 1977. Thus, not only dormitories, classrooms and library were to be accessible, but aids, such as texts in Braille or recorded form and signers to translate lectures to the deaf were to be made available as needed by fall, 1977.

F. Complaints must be made by individuals to obtain action by the federal government in securing enforcement.

G. Enforcement generally consists of loss of federal funds.

IV. The Law - States

A. Many states are currently revising pertinent laws. These should be watched carefully by library administrators.

B. Enforcement of states' laws varies widely. Handicapped groups are becoming increasingly vocal in seeking enforcement.

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EMPLOYMENT OF THE HANDICAPPED IN LIBRARIES

I. Objectives

A. To learn the legal definition of the term handicapped.

B. To learn three basic facts about the education and employment rates of the handicapped.

C. To correct five misconceptions regarding employment of the handicapped.

D. To learn six requirements of affirmative action.

E. To learn six steps that may result from failure to comply with affirmative action.

F. To be able to write a job description which will meet affirmative action guidelines.

II. The Handicapped Population

A. There are no adequate figures on the number of handicapped in the population. Figures given in the literature vary considerably. The fact that such data have not been tabulated as part of the census suggests the lack of interest and/or perhaps desire not to know. A moderate estimate indicates that about one of 13 American adults can be classified as physically or mentally handicapped.

B. Federal Government Legal Definition of Handicapped - Public Law 93-112 (Rehabilitation Act of 1973) as amended by Public Law 93-516 (Rehabilitation Act Amendments of 1974) says a handicapped person is "any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment." A "major life activity" is "any mental or physical function or activity which, if impaired, creates a substantial barrier to employment." A "qualified handicapped individual" is further defined as one who fits the above definition and "is capable of performing a particular job, with reasonable accomodation to his handicap, at the minimum acceptable level of productivity applicable to a non-handicapped incumbent employee."

III. Educational and Employment Status of the Handicapped (Wilson Library Bulletin 51(April 1977) p. 656):

A. 78% have gone through the 8th grade or beyond.

B. 5% are college graduates.

C. Based on current practice, 66% will never find permanent employment.

IV. Typical Arguments Against Employment of the Handicapped and Some Evidence (Bureau of Labor Statistics data from Monthly Labor Review 66(January 1948): 31-33. Dupont data taken from Nathanson article. See bibliography).

A. A handicapped person does not function as well as non-handicapped. He is slower, and the quality of his work is poor.

1. A Dupont study of 1,452 disabled employees in a wide variety of jobs with a range of handicaps showed that supervisors rated 91% of their disabled workers as average or above (54% average, 37% above average) and 9% below average compared with the general work force.
2. A Bureau of Labor Statistics study of 11,028 disabled workers in 109 plants over nearly two years showed that impaired workers were as efficient as the unimpaired.

B. The handicapped worker will be absent too often. He will miss work or be late every time it rains or snows.

1. Dupont found that 79% had average or better attendance when compared with the total company work force.
2. The Bureau of Labor Statistics (BLS) study found disabled workers lost 3.8 days for each 100 scheduled workdays compared with 3.4 days for the non-handicapped.
3. The BLS study showed greater job stability and less turnover than nondisabled.

C. The job site would have to be redesigned radically and this would cost thousands of dollars.

1. Dupont found it had to make few expensive special changes to accommodate its disabled workers.
2. The BLS study did not mention this, but did say that most of the workers in the disabled sample were hired prior to becoming disabled. The companies continued their employment after disability occurred or became evident. Remember "qualified" definition.

D. Workers' compensation rates would go up. The insurance company would cancel the group policy or raise the rates since handicapped are more likely to be hurt on the job.

1. Dupont's safety record showed 96% of handicapped were rated average or better both on and off the job (45% average, 51% above average).
2. BLS learned that handicapped workers were as safe workers as were non-handicapped. The record for disabling injuries (requiring a minimum absence of one day) was better for handicapped than for other workers. No disabling injury to an impaired worker could be traced to his handicap, nor were any cases found in which the handicap caused injury to a fellow worker.
3. Premiums paid to insurance carriers do not increase for employers who hire handicapped workers. Workers' compensation rates are computed on the basis of:
    a. Relative hazards on the job.
    b. Company's accident record.

E. The presence of handicapped workers will cause morale to suffer. Regular employees will not accept them. Once hired, they can never be fired, even with good cause.

1. Dupont found little difference in ability of handicapped and non-handicapped to work harmoniously with supervisors and fellow employees.

2. Handicapped can be dismissed for just cause as can non-handicapped.

V. Federal Law on Equal Job Opportunity for the Handicapped

A. The Rehabilitation Act of 1973 (Public Law 93-112) Section 503 says that any employer with a federal contract or subcontract in excess of $2,500 must take affirmative action, or positive steps, to hire and promote qualified physically and mentally handicapped persons.

B. What does affirmative action mean?

1. Outreach and positive recruitment, including use of all available recruiting sources - state employment and vocational rehabilitation agencies, workshops, and other institutions that train the handicapped.
2. Review of employment records to determine if skills of currently employed handicapped are being fully utilized and developed.
3. External and internal communication of the obligation to employ and advance the handicapped - handled in a positive manner.
4. Accommodation to the physical and mental limitations of employees.
5. Reevaluation of physical standards required for a job.
6. Development of internal procedures ensuring fair treatment of the handicapped.

C. What is the consequence of failure to comply?

1. A handicapped employee or job applicant, or his representative, may file with the contractor a written complaint alleging violation of Section 503.
2. If the contractor does not resolve in 60 days or if the decision is adverse to the applicant or employee, the complainant may file with the Department of Labor, Employment Standards Administration (ESA) which will appoint a compliance agent to investigate and attempt conciliation.
3. If the complainant remains unhappy after this action, he may appeal to ESA which will investigate, again attempting conciliation.
4. If the contractor is found in violation of Section 503, payment due the contractor may be withheld until the violation is corrected. The contract may be cancelled or terminated, in whole or part. The contractor may be debarred from receiving future contracts. The government may take action in the courts to enforce the contract.
5. The contractor may request a formal hearing if an apparent violation is not resolved by informal means or if contract cancellation, termination or debarment is proposed. An administrative law judge shall preside over the hearing and make recommendations to the Assistant Secretary for Employment Standards, who shall make the final decision.
6. A debarred contractor may be reinstated if employment policies and practices have been established in compliance with Section 503.

D. What records may the employer require of handicapped applicants? What pre-employment tests may be given?

1. Medical records are not required unless they relate to job performance. This section of the law has been highly debated and needs to be tested in the courts.
2. Pre-employment tests - not allowed unless can prove job related. By Equal Employment Opportunity Commission (EEOC) Guidelines tests are defined as anything specified as a requirement for employment

- for example, ALA published manpower qualifications that recommended "clear speaking voice" which was not really necessary for all jobs.

E. Job Descriptions

Must be job related - cannot in effect be a test unless clearly job related. For example - requirement of a clear voice is a test - it must be shown that a clear voice is necessary for the job. At one time ALA (1967) put out a policy statement and guidelines for hiring of the handicapped in libraries. The position has been taken that they were used to keep the handicapped out of library jobs. (Wilson Library Bulletin 43(December 1968):319).

VI. State Law on Employment of Handicapped

Many state laws are currently being revised and should be watched closely.

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USING VOLUNTEERS IN THE LIBRARY

I. Objectives

A. To be able to list five values which may be gained from using volunteers.

B. To be able to list four steps in selecting volunteers.

C. To be able to list and discuss five possible problems resulting from the use of volunteers.

II. Planning

A. A library which has no funds for outreach or other services to the handicapped may wish to use volunteers either to start such a service or to relieve paid library personnel from various tasks so that they may begin the service. The goal of using volunteers is to add services not otherwise possible. Those who volunteer to provide the service may include disabled or nondisabled persons. In any case, any library wishing to extend its services through the use of volunteers should be aware of the problems and costs of such a program, as well as of its potential values.

B. Planning should proceed only after permission has been given by the governing board, which will want to know why and how volunteers may be used and the costs of the program. They should also know that certain groups (such as some handicapped, elderly, women and Black groups) are opposed to the use of volunteers. They should be aware of possible opposition to the program and know insofar as is possible where it may arise. The board also will want routine updates on progress in the program.

C. Those who will work with volunteers should participate in planning for:

1. What volunteers will do.
2. The number needed.
3. A program of selection, training and supervision.
4. A volunteer coordinator or leader.
5. Role of the volunteer on the staff.
6. Permanent volunteer jobs and temporary volunteer jobs.
7. Benefits such as insurance, travel, meals, and/or reimbursement.

III. Selection

A. Advertise for specific positions. Can use newspaper, radio or T.V. spot announcements which are often free. Set up posters in the library and other public places. Advertisement should include:

1. Name, address and telephone number of library.
2. Specific person to contact.
3. Kind of help needed.
4. Time required for job.

B. Community leaders can be contacted for help in finding volunteers. Group might include:

1. Friends of library.
2. Church groups.
3. Civic organizations.
4. Retired persons groups.
5. Handicapped persons groups.

C. The interviewer should:

1. Determine what the volunteer can do.
2. Determine what the volunteer wants to do.
3. Explain the responsibilities of the job.
4. Point out possible contributions to the community.
5. Explain time requirements for job and determine whether applicant can meet them.
6. Explain the training program.
7. Point out drawbacks of job, if any (it's better to be honest from the beginning - some important tasks can be boring).
8. Explain library's rules of conduct for employees and volunteers; these should be the same.

D. Contact applicants not chosen to thank them for their interest and support of the library.

IV. Training

A. Orientation

1 1. A complete tour of the library.
2. Introduce volunteers to the staff.
3. A general introduction to the work and purpose of the library.

B. One-to-one training - if the volunteer will work directly with one staff member, he can be trained by that person who will supervise his work. The supervisor should know in advance that this will occur and should be prepared. He and his boss may need to go over the details of the volunteer's job in preparation for training the volunteer.

C. Workshop - If a number of people volunteer at the same time, training them as a group may be effective. If they are to work directly with the handicapped, a consultant might discuss with them problems and needs of such patrons. This might also be part of the orientation to the library. If a group will be doing the same work they can be trained together by those who will supervise the work. Handicapped persons may speak to volunteers explaining their problems in the use of public buildings and transportation, as well as in managing attitudes when faced with lack of understanding and/or acceptance as human beings.

D. Role playing - Volunteers who are not familiar with the handicapped can become more aware of their problems by "acting." This might include attempts to use the library from a wheelchair, while wearing a blindfold, while wearing glasses that blur the vision, while wearing shoes of different heights, with an arm strapped to the side, etc. One teacher outfits students in this manner, including the wearing of poor quality clothing and sends them out to spend the day in public, each with assigned tasks including eating, using public transportation, use of the library and other public organizations, attempts to cash a check, etc. Afterward they meet to compare their experiences. The teacher reports many expressions of new awareness and attitude change.

V. Supervision

Supervisor of volunteers, perhaps himself an experienced volunteer can (working with the permanent library staff):

A. Recruit for specific positions.

B. Prepare schedules.

C. Provide orientation preparation and initial training.

D. Maintain list of trained substitutes and call them to replace absent volunteers as needed.

E. Hear grievances of volunteers.

F. Serve only as coordinator, but not interfere with work or its supervision.

G. Plan with Library Director recognition of all volunteers with special recognition for particular merit.

VI. Problems and Values

A. Volunteer fails to do assigned work. Find out why. Perhaps he wants another assignment. Perhaps he is involved in too many activities and cannot do justice to his library activity. Remember that volunteer can be "fired," but do so gently remembering that his impressions will go out into the community.

B. Some supervisor do not like working with handicapped volunteers. Work with the supervisor on his attitude, also pointing out changes in law as well as generally changing attitudes.

C. Goody-Two-Shoes. Some volunteers or supervisors may be overly sympathetic to the handicapped, making them feel uncomfortable. Such a person also needs help with his attitude.

D. Schedule problems, transportation, baby-sitters. Work with the person, perhaps changing his schedule. Keep a list of substitute volunteers on hand.

E. Paid staff may fear volunteers may take job or may be jealous of them for other reasons. Keep paid staff informed about volunteer program. Encourage close working relationship between two staffs, treating them as one.

F. Volunteers may feel they have no impact on library and may become discouraged. Show appreciation and give recognition. Treat them as regular staff members.

G. Once the library begins using volunteers, no money will be provided for new programs. Volunteers themselves may serve effectively to lobby for funding of needed programs.

H. Values provided by volunteers:

1. Can improve public relations.
2. Can provide additional services.
3. Can experiment with new services.
4. Get community involved with library.
5. Can learn more about community needs.
6. Volunteers vote and may become lobbyists.
7. Can free professionals to do more professional work.
8. Can provide special knowledge about ethnic groups, including speaking their languages.

I. Costs of Volunteer Programs

1. Time of professional staff.
2. Publicity.
3. Training.
4. Consultants, if used.
5. Insurance may go up.
6. Benefits may be provided special volunteers, such as transportation and meals for handicapped volunteers.

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"Guidelines for Using Volunteers in Libraries." American Libraries 2(April 1971):407-408.

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Schmidt, Susan K. Utilizing Volunteers in Expanding Services to Disadvantaged Adults. Rev. Ed. Morehead, Kentucky: Morehead State University. Appalachian Adult Education Center. Public Library Training Institutes. Library Service Guide No. 5, October 1974.

Stephan, Sandra. "Assignment: Administrative Volunteer." Catholic Library World 48(October 1976):104-108.

Straus, Ellen Sulzberger. "In Defense of Unpaid Labor." Ms. 3(February 1975):74-75+.

Warner, Alice Sizer. "Volunteerism and Librarianship." Library Journal 97(April 1, 1972):1241-1245.

Warner, Alice Sizer and Elizabeth Bole Eddison. Volunteers in Libraries. New York: Library Journal, R. R. Bowker, 1977.

EVALUATION

I. Objectives

A. To become aware of the necessity for evaluation of services and programs.

B. To become familiar with some methods of evaluation

II. Requirement for Evaluation and Readings

Any program or service initiated by the library should be evaluated at regular intervals against its objectives. A variety of methods for evaluation are available. Services and programs which can be quantified are more readily evaluated than those provided to readers, such as home delivery of books or reference service, since factors such as value to and satisfaction of patrons are hard to measure though they are the most important elements to be considered. Regardless of difficulties involved, the librarian must justify each service. In an area where techniques are not adequate, but are being refined, examples of various approaches to a difficult problem are provided in the following sources:

1. Lancaster, F. Wilfrid, Issue Editor. "Systems Design and Analysis for Libraries." Library Trends 21(April 1973):463-604.
2. Reed, Sarah R., Issue Editor. "Evaluation of Library Services." Library Trends 22(January 1974):253-413.

LIBRARY SERVICE TO THE HANDICAPPED

INSTRUCTIONAL MATERIAL FOR
INFORMATION SERVICES COURSE

Prepared by Gerald Jahoda

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INSTRUCTIONAL MATERIAL ON LIBRARY SERVICE TO THE HANDICAPPED (LSH)

FOR INCLUSION IN AN INFORMATION SERVICES COURSE

SHORT OUTLINE

Objectives of Instructional Material:

** To be able to identify six information services offered by libraries to handicapped and non-handicapped users.

** To be able to list similarities and differences between information services offered to handicapped and non-handicapped library users.

** To be able to identify unique problems of handicapped library users.

** To be able to identify special information services for handicapped library users.

** To be able to identify information sources about and for the handicapped.

A. Objectives of Information Services Provided by Libraries

B. The Spectrum of Information Services

Question for Discussion:

Consider applicability for handicapped users in academic, public or school libraries of information services listed in the expanded outline.

C. Similarities and Differences Between Information Services for Handicapped and Non-handicapped Users

1. Similarities in library services for handicapped and non-handicapped users.
2. Case histories of library use by the handicapped.
3. Special considerations in providing information services to handicapped services to handicapped users.

Questions for Discussion:

1. Assume that you are using a library in a country whose language you do not understand. You are therefore linguistically handicapped. How would you go about getting a question answered or obtaining material on a subject of interest?

2. What problems would a deaf person have in using a library?

3. How would you, as a reference librarian, make a blind library user feel at ease?

4. What factors should be considered in selecting a library area for blind library users and their readers?

5. How can the additional cost of information services to a small number of handicapped library users be justified?

Readings:

Goodman, William. "When you meet a blind person." The New Outlook for the Blind 64(June 1970):186-192.

Hagemeyer, A. Deaf Awareness Handbook for Public Librarians. Washington D.C. Public Library of the District of Columbis. 1975, 32 p.

Posell, E. Z. "Libraries and the Deaf Patron." Wilson Library Bulletin 51(January 1977):402-404.

D. Special Information Services

1. Radio reading for the blind
2. Telebook service
3. Outreach programs

Questions for Discussion:

1. What material other than newspapers might be read for the blind over the radio?

2. Wha are advantages and disadvantages of the talking book mailing service versus the Telebook service?

3. What are some reasons radio reading for the blind is done over channels which can be used only with special FM receivers?

Readings:

Hammer, S. "Consumer Outreach." Information Reports and Bibliographies 7(No. 2, 1978):33-35.

"Ohio Telebook Experiment: Dial a Recording." Library Journal 102(November 1, 1977):2209.

Prine, Stephen. "Notes on the Second National Radio Reading Services Conference for Blind and Physically Handicapped Persons" Dikta 1(Summer 1976):25-29.

Skalnik, Bob. "Radio Reading for the Print Handicapped." Educational Broadcasting 10(January/February 1977):23-26.

E. Special Information Centers

Question for Discussion:

What type of questions might be answered by special information centers?

Reading:

Miller, J. A. "Resources for Use in Providing Library Services to the Adult Handicapped." Information Reports and Bibliographies 7(No. 2, 1978):43-47.

F. Select Reference Tools

Question for Discussion:

How can one find out about newly published reference tools for or about the handicapped?

Reading:

Miller, J.A. "Resources for Use in Providing Library Services to the Adult Handicapped." Information Reports and Bibliographies 7(No. 2, 1978): 43-47.

G. Evaluation of Information Services

Questions for Discussion:

1. What role can the user play in the evaluation of information services? Discuss both in general and specific terms.

2. Why don't we have quantitative standards for evaluating information services?

3. How can non-users of information services be reached by the librarian?

Activities:

1. List suggestions (with rationale) for improving interactions between library staff members and handicapped users. These suggestions are to be incorporated into a manual for procedures.

2. Select a list of information services to be provided to the handicapped by an academic, public or school library and prepare a description of these services for a handbook of handicapped library users.

3. List steps that you would take for the preparation of a "whom to call" directory about social, legal, medical, and other community services for the handicapped.

4. Outline procedures that you would use for answering the following questions:
    a) How does one modify a home for a newly blind person or for an individual with another specific handicap?
    b) What job opportunities are available in the computer field for the blind?
    c) How do I communicate with the deaf?
    d) Is there any research now being done on artificial light?

(Some of these questions need to be negotiated).

LIBRARY SERVICE TO THE HANDICAPPED

INSTRUCTIONAL MATERIAL FOR INFORMATION SERVICES COURSE

A. Objectives of information services provided by libraries

Libraries may be viewed as linking agents between an individual with an information need and the needed information. The individual may be any member of the community served by the library, which in the case of public libraries is any member of the community. The intended use of the information may be educational, vocational, or recreational. The task of the librarian is to provide the individual with the needed information in the proper form, at the proper level, in the right amount or to refer the individual to someone or someplace else for the needed information.

B. The spectrum of information services

Information services range from the provision of an organized collection of library materials available for self use to the preparation of state-of-the-art reviews. For financial and other reasons, most libraries do not provide the full spectrum of information services. Academic libraries, for example, usually provide instructions in the use of the library since they are part of an institution with instructional responsibilities, but they usually do not provide indexing, translation or editorial services, primarily for financial reasons. The spectrum of information services is given below as a framework for discussing similarities and differences between information services needed by handicapped and non-handicapped users.

Spectrum of Information Services

1. Making organized collection of library materials available for self-use
2. Instruction in using the library
3. Photocopying services
4. Interlibrary loan services
5. Ready reference services
6. Referral services
7. Preparing bibliographies
8. Preparing literature searches
9. Current awareness services
10. Editorial services
11. Indexing services
12. Translation services
13. Preparing state-of-the-art reviews

C. Similarities and differences in information services for handicapped and other users

1. Similarities in information services

Handicapped individuals are individuals who find it difficult to or cannot see, hear, or move about. In other respects, they are as other individuals. That is, they differ from each other in terms of intelligence, motivation, personality as well as in all other ways in which non-handicapped individuals differ from each other.

Handicapped individuals have the same information needs as other individuals but require, in some cases, special resources, services, and facilities to utilize libraries. A blind college student, for example, needs a library collection on a self-use basis, instructions in using the library, ready reference service, interlibrary loan service and other library services. These services need to be filled in ways in which the blind college student may use them, for example, information needs should be provided in braille, in recorded form, and/or in any other form usable by him.

2. Case histories of library use by the handicapped

Before discussing special considerations in offering information services to the handicapped, examples of information needs of college students with different handicaps will be presented: that of a blind student, a partially sighted student, and a student in a wheelchair.

a) John is a college student who has been blind since birth. He went to a school for the blind and is now in his senior year in college. John is majoring in vocational counseling and hopes to help other blind individuals in their choice of careers. Despite the large amount of reading required for his studies, he is able to keep up because he is very bright, is highly motivated, and has some help. John tapes his instructors' lectures and either takes oral exams or dictates answers to exam questions to his reader. He has a reader for assigned readings. John has recently learned to use the Optacon, a device that translates print into tactile signals. John only learned to read and write braille and had to learn the printed alphabet in order to be able to use the Optacon. After many hours of practice he is now able to read print at the rate of about 30 words per minute. This is a considerable achievement for him but still limits his reading speed to about one tenth of that of the average sighted student. To practice his newly acquired reading skill, he goes to the University library for a book. This entails a trip across the campus, finding his way first into the library, then to the reference desk where he asks the librarian for a book on a topic of interest to him.

b) Betty is a partially sighted college student, but one cannot tell this by looking at her. She has a very narrow angle of vision and cannot read regular print without special devices. Her tunnel vision makes her bump into chairs and other objects outside of her field of vision. The newly developed closed circuit television based reading devices that magnify print up to 60 times enable her to read regular print. However, in view of the high cost of the equipment (about $1800) she must rely on equipment owned by the University. Also her reading speed is less than 150 words per minute and, because of eye fatigue, she cannot use the equipment for any length of time. Betty is in the library to make a photocopy of a journal article that she wants to read on the reading machine. She needs help in two parts of this task, in obtaining the call number of the periodical and locating the periodical on the shelves. She is reluctant to ask for help since past experience has taught her that the library staff considered such requests for help to perform seemingly simple tasks strange coming from a normal-looking college student.

c) Don is a college student who has to move about in a wheelchair. He has a specially equipped van to enable him to get around but on this, as on previous occasions, the parking spot for handicapped students near the library is full. This entails additional effort to get into the library. Effort is also required to open the door to the library while in a sitting position, to cross the carpeted lobby whose carpet presents difficulty in steering the wheelchair, pulling out a catalog card tray that is too low for easy reach and asking for help in getting the selected books from the stacks. All of this effort just to get books from the library makes Don a reluctant library user.

3. Special considerations in providing information services for handicapped users

These three examples of library use by handicapped students are intended to show that the handicapped have special problems in using the library. While not all of these problems can be eliminated, provisions can and should be made to reduce them as much as possible.

Staffing

Library staff dealing with the public should possess certain attitudes and traits in order to interact effectively with the public, i.e., anyone who comes into the library. Specifically, the library employee, whether he is professional, subprofessional, or clerk, should be easy to approach, friendly, interested in helping the library user, and tactful in all of his dealings with the library user. These desirable attitudes and traits of library employees are particularly important in dealing with handicapped library users. As was already mentioned, handicapped users may have to exert special efforts and experience unique frustrations before they come to a member of the library staff. Furthermore, handicapped users may feel at a loss in what may be a strange and intimidating environment to them. This feeling on the part of the library user may in turn make the librarian or clerk feel ill at ease, particularly if he has not had much previous contact with the handicapped. The readings by Goodman, Hagemeyer and Posell are suggested as guidelines in dealing with blind and deaf individuals. In communicating with the deaf, knowledge of sign language is most useful. While this skill is not required for all staff members dealing with the public, it would be most useful to have one staff member with ability to sign so that he could be called upon when this skill is needed. A knowledge of braille on the part of one staff member would also be useful for locating and filing material in braille.

Now for special services that should be provided for handicapped users intended to make library service equally accessible to this group.

Let us assume first of all that parking spaces for the handicapped next to the library are provided, that there is a ramp to get into the library, that the lobby has aisles wide enough for wheelchairs and that the carpet is maneuverable in a wheelchair, that there are large print as well as braille directional signs, and that water fountains, telephone, and restroom facilities are usable by the wheelchaired library user.

Teletypewriters for services to the deaf

Teletypewriters in the library may be used to communicate with the deaf who are in their homes or at other locations with access to a teletypewriter. The deaf patron dials the library telephone to which is linked its teletypewriter. He then couples his phone to his teletypewriter and types his message. The library receives his message in the typed form and responds on its teletypewriter, which can also be used for other tasks such as contacting other libraries for interlibrary loan requests.

Assistance in obtaining material

Special assistance in obtaining materials should be given visually impaired and physically impaired library users. This would include help in the use of the catalog, retrieval of material for the students, photocopying of material, and mail delivery of material. The librarian would be using the catalog for visually impaired students unless they are accompanied by a sighted reader. Visually impaired and wheelchaired library users cannot retrieve material from the stacks, the former because of inability to see print, the latter because stack aisles are too narrow to accomodate wheelchairs. Photocopying and mail delivery of library materials for these library users would provide access to such material at least effort to the visually impaired and wheelchaired users.

Area in library for visually handicapped

A room in the library where sighted readers can read to the visually handicapped library user without disturbing other users is also recommended. Special devices for the visually handicapped should also be in a separate area, perhaps with micro-materials.

Other services

Reference service for the deaf via teletypewriter has already been mentioned. If telephone reference service is provided for all users no special provision needs to be made for visually impaired users. If such service is not provided for all users, it should be considered for visually impaired users. Visually impaired users in the library, when not accompanied by sighted readers, also need special help in having reference queries answered. An additional service provided by the library might be selection of volunteer readers for the visually handicapped and the coordination of such a service.

D. Special information services

There are special information services provided for the handicapped with which the reference librarian should be familiar. Examples of such services are given below. In addition, there is the library's referral service, intended for all library users, which directs individuals to community as well as other agencies that can answer questions not best answered in the library. These questions may deal with legal, health, and other matters best handled by specialized agencies. For the handicapped, special files might be maintained on public transportation (always a major problem for the visually handicapped) and recreational and educational facilities in the community.

Radio reading programs for the blind

The visually handicapped person lacks the opportunity to keep up with reading the daily events in the newspaper unless it is read to him. Like his non-visually handicapped fellow citizen, he is interested in reading about local events, ads to aid him in his shopping, letters his neighbors write to the editor, and forthcoming radio and television programs (one can enjoy listening to television programs). Radio reading programs have been started in a number of communities. Typically, a schedule is provided in braille or print so that the listener knows when the different sections of the newspaper are read. In addition to the reading of newspapers, readings from magazines and books may be read over the radio. Other readings may include travelogues and museum tours. Radio reading programs for the visually handicapped usually require a special FM radio receiver, costing about seventy dollars. Librarians might use radio reading programs as vehicles for communicating with the visually handicapped.

Telebook service

Experiments are now being conducted as an alternative to mailing books in recorded form to the visually and physically handicapped. In these experiments, special FM radio receivers are provided to the "reader". These are similar to the radio receivers mentioned under radio reading programs. The "reader" telephones the library for a specific book title or other reading matter available through the service. The recorded book is then read over a channel assigned to the "reader". If the book is not finished in one reading session (typically the case, since it takes six or more hours reading time per book), a device marks the stopping point. In the following reading session, the reading is started at the right place. The "reader" has the option of browsing, i.e. listening to books read over other channels and having these books read for him if he wishes. The advantages of the telebook service over mailing talking books are immediate response for books in high demand and saving through the elimination of mailing and record keeping costs. The disadvantages now include limited channel capacity (only about 100 "readers" can be accomodated in one system location at one time) and the red tape involved in obtaining the necessary channels and licenses in a given location.

Outreach programs

Outreach programs, generally speaking, are programs in which the library comes to the user rather than the other way around. In such programs the librarian makes visits to private or institutional homes, such as those for the aged. The librarian may bring along a small collection of books or other reading materials; he may give book talks, and he may assist individuals in book selection and book ordering (for example, acquainting visually handicapped persons with newly available books and ordering these books for the user). The reading by Sharon Hammer is a description of an outreach program in Washington State.

E. Special information centers for or about the handicapped

Information centers collect documents and information in a subject area and provide information service either to any one with an information need in this area or to special groups such as teachers or researchers. Documents collected by an information center include books, journal articles, reports, films, indexes in machinable form, and other non-printed material. Information services may include:

* Collection of documents for self use
* Provision of copies of documents on demand
* Indexes to documents
* Searching of manual or computer-based indexes
* List of organizations or other resources
* Information packets
* Newsletters
* Assistance in setting up local information files.

Examples of information centers are given below. A more extensive list of information sources is given by Miller.

Examples of information centers for special groups: the handicapped, his family and friends.

Clearinghouse on the Handicapped
Office for Handicapped Individuals
U.S. H.E.W. Room 338D South
Portal Building
Washington, D.C. 20201

National Information Center for the Handicapped
U.S. H.E.W.
1201 16th Street, N.W.
Room 607E
Washington, D.C. 20036

Researchers on the Handicapped
ERIC Educational Resources Information Center
National Institute of Education
U.S. H.E.W.
Washington, D.C. 20208

MEDLINE
National Library of Medicine
8600 Rockville Pike
Bethesda, Maryland 20014

Psychological Abstracts Information Service
American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036

Teachers of the Handicapped:

ERIC Educational Resources Information Center
National Institute of Education
U.S. H.E.W.
Washington D.C. 20208

NICSEM National Information Center for Special Education Materials
University of Southern California
University Park
Los Angeles, California 90007

F. Reference Tools

In order to answer reference queries about the handicapped asked by family, friends, teachers, and researchers and to answer queries by the handicapped about their special concerns, a number of specialized reference tools should be in the library. These tools include directories of organizations of and for the handicapped, books or vocational and recreational opportunities for the handicapped, and colleges that provide facilities for the handicapped. The titles given below are taken in part from the Miller reading. This list should be expanded and updated with the aid of general bibliographic tools. Both the National Library Service for the Blind and Physically Handicapped and regional libraries for the blind and physically handicapped offer backup reference service on these subjects. Reference tools:

American Foundation for the Blind. Directory of Agencies serving Visually Handicapped in the U.S. 16th Ed. N.Y.: American Foundation for the Blind, 1975.

American Foundation for the Blind. International Catalog: Aids and Appliances for Blind and Visually Impaired Persons. New York: American Foundation for the Blind, 1977-78.

Gollary, E., et al. The College Guide for Students with Disabilities. A detailed directory of higher education services, programs and facilities, accessible to handicapped students in the U.S. Cambridge, Mass.: Abt Publications, 1976.

People to People Program Committee for the Handicapped. Directory of Organizations Interested in the Handicapped. Washington, D.C., 1976.

Recording for the Blind. Catalog of tape recorded books. New York, Recording for the Blind.

G. Evaluation of information services

The purpose of the evaluation of information services for the handicapped should be the same as that for the evaluation of services for other users and potential users of information services. It is to provide accurate and prompt information services to as large a percentage of potential handicapped library users as possible and with efficient utilization of library resources. While few, if any, quantitative standards of performance are now available, comparable measures might be considered. For example, what percentage of the handicapped versus the non-handicapped potential users population use information services? Efficient use of library resources addresses itself (among other things) to questions of availability and accessibility of material and information and optimum utilization of manpower. The evaluation of information services, once guidelines for performance measures have been established, will utilize flowcharts, time studies, cost studies, and other systems analysis techniques. In addition, user feedback should be used in the evaluation of information services.

The evaluation of information services for the handicapped should be a planned effort and one that is done on a continuing basis. There are two arguments for this suggestion:

** The importance of such services to the handicapped who may have fewer alternate sources of information than the non-handicapped.

** The higher cost of information services to the handicapped who may have to be provided with additional services such as the retrieval of materials from the stacks or the reading of the answers to queries.

APPENDIX

American Annals of the Deaf: Directory of Programs and Services. Vol. 123, No. 2 (April 1978). Washington D.C., 275 p.

Description of Contents: The April issue of the American Annals of the Deaf each year is a directory of programs and services for deaf persons. It contains information about educational programs (schools and classes for the deaf in the U.S. and Canada, postsecondary educational programs for the deaf, centers for deaf children, professional training programs in deafness and federal agencies providing services for the education of deaf children), rehabilitation services (rehabilitation personnel, American rehabilitation centers, community services, mental health programs, Rehabilitation Services Administration personnel, the American Deafness and Rehabilitation Association, and the Helen Keller National Center for Deaf-Blind Youths and Adults), community programs (social and recreational programs, civic programs, clinical and evaluative services, and local and regional agencies for deaf persons), and research and information services for the deaf.

Organization/Indexes: The four broad types of programs for the deaf (educational, rehabilitative, community, and research) provide the overall framework for the directory, with each major division being subdivided into the narrower subject areas listed above. Arrangement is by state within these catagories. The amount of information provided in each entry varies among the different subjects. The sections on schools for the deaf and postsecondary facilities, give name and address of school, head administrator, type of program, number of students enrolled, number of educational staff, and degrees offered (postsecondary section only). Certain other sections list only the name and address of the organization. The section on clinical and evaluative programs gives the name of the accrediting agency and specific areas of accreditation. No index is provided.

Special Features: Financial statements for residential schools in the United States are given. Also several articles on selected topics of interest to educators of the deaf are included.

American Foundation for the Blind. Directory of Agencies Serving the Visually Handicapped in the United States. 20th Ed. New York: American Foundation for the Blind. 1978, 437 p.

Description of Contents: This book provides information concerning agencies and schools which provide direct services to visually handicapped individuals. Included are such items as address of head administrator, type of agency (public, private, nonprofit, etc.), date established, source of financial support, organizations affiliated with, addresses of local offices, and a description of services offered, broken down into catagories such as Counseling/Social Work, Education, Employment, Reading, Health, Recreation, Rehabilitation, Library, and Professional Training. Also listed are the eligibility requirements, number of staff members, number of clients served, whether transportation is provided and whether volunteers are used.

Organization/Indexes: The book consists of two sections. Section One lists State Services and is divided by state (with Guam, Puerto Rico, the Virgin Islands, and the District of Columbia included). Within each state, agencies are separated by the type of services they provide: educational, library, or rehabilitation. Section Two provides listings of specialized organizations serving the visually handicapped: "Associations of Professional Workers and Councils of Agencies for the Blind," "Services for Deaf-Blind Persons," "Dog Guide Schools," "Federal Agencies," "Medical Research Organizations," "National Consultive Voluntary Agencies," "Professional Preparation Centers," "Special Resources for Reading and Educational Materials," "Other Organizations Interested in Services to Blind Persons," and "Low Vision." Where appropriate, agencies are subdivided by state within these catagories. Agency names are indexed to provide quick access to information on a particular organization.

Special Features: The section on agencies serving low vision persons is new with this edition of the directory and greatly expands its usefulness.

American Foundation for the Blind. International Guide to Aids and Appliances for Blind and Visually Impaired Persons. 2nd. Ed. New York: American Foundation for the Blind. 1977, 255 p.

Description of Contents: The guide provides information concerning currently available devices designed to help the visually handicapped individual. A wide variety of aids is listed including: Braille equipment and writing aids, Braille instruction devices, Braille paper, notebooks, binders and filing aids, sound devices (talking book machines, tape recorders, speech compression-expansion equipment, etc.), time telling devices, mobility aids, calculators, aids for education, occupational aids, low vision devices, medical aids, equipment for multiply handicapped blind persons, cooking aids, measuring devices, equipment for sports, games, and music, aids for typing, sewing, money handling, and using the telephone, as well as labels, postal aids and miscellaneous personal devices. In all, over 1,500 devices from twenty-eight countries are listed. The entry for each device or aid gives its name, the name and address of its distributor, the model number, a description of what it does, and the price.

Organization/Indexes: The book is organized by type of device as listed above. Within each of these catagories, items are arranged first by country and then alphabetically by the name of the device. A listing of the names and addresses of distributors, categorized by country, is provided. Two indexes are included, one for device names and another for International Catalog (IC) numbers.

Bruck, Lilly. Access: The Guide to a Better Life for Disabled Americans. New York: Random House. 1978, 251 p.

Description of Contents: This book deals with matters of concern to consumers who are disabled. Included is information about the consumer and handicapped rights movements, how to deal with news and advertising media which depict handicapped persons as stereotypes or ignore them altogether, information sources for making the environment barrier-free, and devices to help the disabled have access to printed and televised communication. The handicapped person's right to education, employment, housing, transportation, social security and health care benefits and the vote are also discussed. Sources of Federal and private assistance are given. A major portion of the book describes how the handicapped should shop for various goods and services. Recreation and travel are covered as well.

Organization/Indexes: The book is arranged by subject within the four major categories: "Into the Mainstream," "Toward First-Class Citizenship," "In the

Market Place," and "Recreation." An adequate subject index is provided, however, it is printed in type considerably smaller than the text, eliminating its usefulness to some visually handicapped readers.

Special Features: The book is printed in large type (approximately 14 point) to aid visually impaired readers. Lists of additional sources of information are provided for many of the subjects covered.

Clearinghouse on the Handicapped. Office for Handicapped Individuals. Office of Human Development. U.S. Department of Health, Education, and Welfare. Directory of National Information Sources on Handicapping Conditions and Related Services. December, 1976, 405 p.

Description of Contents: Information is provided for 270 national organizations in the following areas: address, handicapping conditions served, scope of activities, services, user eligibility, fees, and notes (which may include background or special information not covered under the other headings). Organizations listed are primarily information and direct service providers. Some of the direct service providers operate without geographic limitations, but most refer potential clients to the appropriate unit within their area. Organizations serving members only were not included in the directory.

Organization/Indexes: The directory is divided into two sections: 1. "List of National Organizations" alphabetized by name, and 2. "List of Federal Information Sources" divided into sections on legislative branch, executive branch departments, and executive branch agencies. The Table of Contents shows these divisions clearly. The index contains three types of terms: 1. those that describe a disorder (e.g., epilepsy), 2. those that describe a special target group (e.g., veterans, aged, etc.), and 3. non-disorder terms that define subject areas related to handicaps (e.g., employment, equipment, etc.). Organizations are listed under those terms that describe their primary interest, thus organizations primarily concerned with diabetes are listed under that term, but not under "Blindness" even though blindness is a complication of diabetes. If an organization is concerned with more than one disorder it will be listed under each pertinent term. If an organization serves many handicaps in a certain capacity, such as education, it will be listed under the pertinent non-disorder term (such as "Education"), but not under all the disorder terms. Scope notes and cross references are used liberally. Appendix A lists those organizations which chose not to be included in the directory.

Irwin, Robert B. As I Saw It. New York. American Foundation for the Blind. 1955, 205 p.

Description of Contents: The personal recollections of a man who was closely involved with many of the major developments in blind services in the United States. In the book, Irwin discusses: the development and standardization of the Braille system, the development of library services for the blind, the invention of the talking book machine, magazines for the blind, education and employment of the blind, mobility, and the introduction of Social Security payments for blind persons. The book is extremely valuable to anyone interested in the history of services to the blind in the United States.

Organization/Indexes: The book is organized into ten chapters dealing with the above subjects. A name/subject index provides access to the names of individuals, agencies, and publications, but provides somewhat less access by subject.

Scott, Robert A. The Making of Blind Men: A Study of Adult Socialization. New York: Russell Sage Foundation. 1968, 145 p.

Description of Contents: This book contains the results of a study into the ways the blind take on characteristic behaviors associated with blindness. The author shows the stereotypes of blindness held by the sighted population are taught to the blind person as a social role. Scott states that agencies and professionals serving the blind are a part of this process.

Organization/Indexes: The book is divided into eight chapters and two appendices, each dealing with a different aspect of the study: "The Socialization of the Blind," "The Socialization of the Blind in Personal Interaction," "Who Are the Blind?," "The Selection of Clients from the Blind Population," "The Socialization of the Blind in Blindness Agencies," "Determinants of a Blindness Agency's Approach to Rehabilitation," "Living Without Blindness Agencies," "Summary and Conclusions," "History of Work for the Blind," and "The Relationship Between Scientific Theory and Practice Theory." An author/subject index is included.

Special Features: A fifty-seven item bibliography is included.

LIBRARY SERVICE TO THE HANDICAPPED

INSTRUCTIONAL MATERIAL FOR

MATERIALS COURSE

Prepared by Judith Davie

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MATERIALS AND DEVICES

Short Outline

I. Objectives

   A. To be able to identify five categories of handicapped users and nonusers of library materials and devices and to name ten local and/or national organizations that work with the handicapped.

   B. To be able to formulate plans for conducting a survey to identify the handicapped in the community.

   C. To be able to list five types of information needs and interests of the handicapped.

   D. To be able to explain five types of special formats of materials available for the handicapped, five criteria for their evaluation, and four sources for the materials.

   E. To be able to describe six devices that are available for the handicapped to facilitate their use of library materials and to identify seven criteria for evaluation of devices.

   F. To be able to explain the principles of collection development as they relate to materials for and about the handicapped.

   G. To be able to outline the steps involved in the development of a selection policy on materials for and about the handicapped for a library of your choice.

II. The Handicapped

   A. Survey of the Handicapped in the Community.

   B. Work with Organizations.

   C. Information Needs and Interests of the Handicapped

   Questions for Discussion:

   1. Why is awareness of the community of library users and non-users an initial step in meeting their needs and interests?

   2. How could you become aware of potential and actual handicapped users in the initial survey?

   3. Do the needs and interests of the handicapped differ from the non-handicapped? Why or why not?

   Activity

   1. Formulate plans for conducting a survey to identify the handicapped in the community.

Suggested Reading

Kamisar, Hylda and Pollett, Dorothy. "Those Missing Readers: The Visually and Physically Handicapped." Catholic Library World 46(May/June 1975): 426-431.

III. Formats and Sources of Materials

A. Special Formats

1. Braille
2. Print/Braille
3. Large Print
4. Talking Books
5. Captioned Films
6. Other Formats

B. Sources

1. National Library Services for the Blind and Physically Handicapped (NLS)
2. Regional and subregional libraries for the blind and physically handicapped and other public libraries.
3. Organizations
4. Publishers

C. Bibliographies

Questions for Discussion:

1. What special problems, if any, exist in selecting, ordering, and housing materials for the handicapped?

2. How would you explain the special format of a particular type of material (for example, talking books) to a handicapped user?

3. How can you determine the types of materials that your library needs to serve the handicapped?

Activities:

1. Develop a plan for evaluating materials for the handicapped for a library of your choice.

2. Prepare an annotated list of selection tools for materials for handicapped users of a particular age.

3. Compare the magazines in a specific area e.g., hobbies, general news, literary, in special formats with what is available for the general public.

4. Read a talking book and prepare a descriptive and critical annotation.

Suggested Readings:

Kamisar, Hylda and Pollett, Dorothy. "Talking Books and the Local Library: How LC's Network Helped Two Libraries Build Strong Services." Library Journal 99(September 15, 1974):2123-2125.

Needham, William L. "Academic Library Service to Handicapped Students." Journal of Academic Librarianship 3(November 1977): 273-279. (Note the checklists for materials and equipment.)

IV. Equipment and Devices

A. Talking Book Listening Devices

B. Devices for the Visually Handicapped

1. Readings aids.
    a. Handheld devices
    b. Illuminated lens systems with screen
    c. Closed circuit TV reading devices
    d. Optacon
    e. Kurzweil reading machine
2. Braillers
3. Braille Typewriters

C. Devices for Long Distance Communications with the Deaf

Questions for Discussion:

1. What types of devices and equipment for the handicapped should be in libraries?

2. What criteria should be used for selecting a particular "brand" of equipment?

3. What additional developments in equipment for handicapped readers might be desirable?

4. Consider ways in which handicapped users might be trained in operating described equipment. What is the role of librarians in such training programs?

Activities:

1. Explain to an organization the materials and devices that are available for handicapped users from the library.

Suggested Readings:

"Aids for Handicapped Readers." Reference Circular. Library of Congress, Division for the Blind and Physically Handicapped, 1972.

V. Collection Development and Selection Policy

A. Principles of Collection Development

1. Standards
2. Resources and capabilities of library

B. The Materials Selection Process

1. Basic Principles
2. Needs and Interests of the Handicapped

Questions for Discussion:

1. What considerations should be made for the growth and development of a collection of materials for and about the handicapped?
2. How, if at all, should material selection differ for handicapped and nonhandicapped users?
3. Should the selection policy of a library reflect the needs and interests of the handicapped? Why/why not?

Activity:

1. Outline the steps involved in the development of a selection policy on materials for and about the handicapped for a library of your choice - junior college, academic, school, public.

Suggested Readings:

Grannis, Florence. "Book Selection for the Blind." *Catholic Library World* 40(April 1969):491-496. (Read this article with consideration of all handicaps.)

"Material Selection/Collection Development Policy." Florida Regional Library for the Blind and Physically Handicapped.

Werner, Mona M. "Collection Development in the Division for the Blind and Physically Handicapped." *Catholic Library World* 47(May 1976):418-419.

LIBRARY SERVICE TO THE HANDICAPPED

MATERIALS AND DEVICES

I. Objectives

A. To be able to identify five categories of handicapped users and nonusers of library materials and devices and to name ten local and/or national organizations that work with the handicapped.

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D. To be able to explain five types of special formats of materials available for the handicapped, five criteria for their evaluation, and four sources for the materials.

E. To be able to describe six devices that are available for the handicapped to facilitate their use of library materials and to identify seven criteria for evaluation of devices.

F. To be able to explain the principles of collection development as they relate to materials for and about the handicapped.

G. To be able to outline the steps involved in the development of a selection policy on materials for and about the handicapped for a library of your choice.

II. The Handicapped

The latter part of the 70's is proving to be the "civil rights" period for the blind and physically handicapped who have become more visible and m[illegible] [illegible]tive and have focused more attention on their special needs and abilities. "Crutc[illegible] power" has been applied to the movement that has parallels with the minorities' and women's rights movements. What is actually meant by "handicapped"? Who are "the handicapped"? The definitions vary as do the statistics; some people even say that there are no handicapped. Statistics indicate 10% of the population as handicapped; or one out of every thirteen as physically or mentally handicapped; or one out of every six U.S. citizens (36 million people) as disabled. "Disabled" is one term frequently used in reference to the handicapped. Margaret Cheeseman in an article in PLA Newsletter (Winter/Spring, 1976) described the disabled person as a "special patron" who may have any one or a combination of the following disabilities: (1) Sensory - sight: partial or total loss; hearing; partial or total loss; (2) Communication - speech; (3) Crippling - skeletal, neurological, postural, loss of strength or stamina; (4) Chronic medical health - rheumatic fever, cardiac conditions and defects, tuberculosis, asthma, epilepsy; (5) Temporary - cast, walker, eye patch, immobilization. These categories are seen with respect to the library environment and services as Cheeseman emphasizes: "A disability is only one facet of a person. The librarian serves a person, not a disability." (Cheeseman, p. 7) Whatever definitions and statistics are used, the handicapped are a part of the population - thus they are actual or potential patrons of libraries. Services, materials, and devices must be made available for them. (More extensive information regarding statistics and definitions are found in the Foundations outline.)

A. Survey of the Handicapped in the Community

1. Surveys of the community are useful in assessing the needs and interests of the community and in identifying actual and potential handicapped users.
2. Types of surveys that libraries can conduct include informal, formal, and consumer/user.
   a. Informal
   The informal survey may not be officially "planned," designed, and executed by the library administration and staff; instead it evolves, sometimes spontaneously, as an activity to determine who are the handicapped in the community, what services are currently being offered by the library as well as other community agencies (if indeed they are being offered), and what library materials will best meet their varying needs, interests, and abilities. Staff members involved in information services and outreach programs, as well as administrative personnel, should be aware of the various informal survey activities and be prepared to make oral and written comments concerning their observations and experiences during the activities. Informal surveys may include the following activities: city council, county commission, library board of trustees; attendance at civic organizations that may include the Chamber of Commerce, Senior Citizens groups, Lions Clubs, and United Fund; visits to the recreational facilities, schools, churches, and parks; reading the local newspaper, community newsletters, and weekly activity tableaus; listening to local radio news and public service broadcasts (Action Line, editorial comments, "Swap Lines" when citizens express their views on community activities); watching local television "talk" shows which feature conversations with persons in the community, public service announcements, exchanges via telephone with citizens; taking a "community walk" which provides an opportunity to get to know the people and make observations, remembering, however, that many handicapping conditions do not permit mobility on the streets and in the local businesses. Within the library itself, informal survey activities can include: looking at the collection such as the large print holdings and how they are organized and the selection of talking book materials; observing the accessibility of the facilities and materials (trying to browse the shelves in a wheelchair) and examining the availability of low vision aids. These informal activities can provide valuable information for the development and evaluation of library materials and devices to serve the handicapped. Keen observation and tactful conversation are important components for successful informal surveys.
   b. Formal Survey
   The formal survey requires careful planning, organization, management and funding by the library administration and staff and may include the services of a professional consultant who can provide assistance with data collection and analysis as well as statistical procedures. The formal survey aids in the development and evaluation of the goals and objectives of library services with procedures that include the collection of information, the interpretation of the information, and the outline of a course of action. The methodology might be a questionnaire that must be

carefully worded to avoid bias and to elicit responses pertinent to the purposes of the survey. The questionnaire might be administered by mail (which necessitates return envelop expense) by phone (which may limit the number of questions that can be asked and limits the survey to only those who have telephones); or by door-to-door visits (which require either random sampling or return visits to get all responses). Both phone and door-to-door surveys require tact and skill on the part of the interviewer. In deciding upon the population and sample (if one is to be made) statistics from such agencies as the Bureau of the Census, courthouse records, utility companies, office of vital statistics, and voter registration lists are helpful. Organizations serving the handicapped are valuable when a formal survey tool is being developed. These organizations can provide input for the questionnaire and indications of the population to be surveyed. The formal survey can be a worthwhile endeavor or an exercise in futility, depending on its organization, evaluation, funding support, and implementation. Additional guidelines for community surveys are available in the literature of the social sciences ("social surveys") and the following library science sources: Priscilla Gotsick's Assessing Community Information and Service Needs and Larry Bone's "Community Analysis and Libraries" in Library Trends, (January, 1976). See Appendix C.

c. Consumer/User Survey
   This type of survey is conducted to evaluate, and when necessary improve, modify, add, and/or eliminate services for the actual and potential users. A continuing activity, it provides input from the users themselves. Two consumer survey forms are provided in Appendix A as examples of the kind of information you may want to receive from your handicapped users.

B. Work with Organizations
   Organizations in the community and at the national and regional levels of service are an additional aid in identifying the handicapped and their needs. Working with organizations requires careful administration for good public relations and the establishment of rapport that will provide the framework for feedback.

   1. Organizations
      Examples of organizations include the civic/charitable groups: National Easter Seal Society for Crippled Children and Adults, Lions Clubs, United Cerebral Palsy, Multiple Sclerosis, Disabled in Action, United Fund, Gray Panthers, American Foundation for the Blind, Council on Exceptional Children, Center for Independent Living and parents' groups concerned with the handicapped; and government agencies: Veteran's Administration, Health and Rehabilitative Services, Senior Citizens Councils, Social Security Administration, President's Committee on Employment of the Handicapped, etc.
   2. Guidelines for Working with Organizations
      a. Tell why you are contacting the organization, i.e. to improve service to the handicapped.
      b. Ask for information about the handicapped.
         1) What kind of physical disabilities do people in your organization have?
         2) What later stages in the disease might be important for us to know about in our planning? (i.e., more severe crippling, more advanced visual impairment)

        3) Are there people, bedridden, hospitalized, or in institutions in the community?
        4) What kind of reading or listening materials can the handicapped handle? (books, tapes, records, etc.)
    c. Ask for information about the services that the organization gives.
        1) Do you provide transportation? for medical treatment? for social outings? for educational purposes?
        2) Do you have reading or listening materials that you lend to your members? Is it distributed nationally, locally, or both?
    d. Ask what the organization would like to see libraries do to improve service to their members.
    e. Ask for their help.
        1) Would you provide transportation to the library?
        2) Would you publicize services of the local library?
        3) Would you allow us access to the names and addresses of members?

(Adapted from Public Library Services for the Physically Handicapped, Canadian Library Association, 1972, p. 15)

C. Information Needs and Interests of the Handicapped

1. The needs and interests of the handicapped are as varied as the people themselves. They reflect the age and educational background of the patron and parallel the needs and interests of the non-handicapped. For example, in the 20's age group, there is concern for information on marriage, careers, and family rearing. In the 30's attention is still focused on career and family but often with the added dimensions of home owning/renting, education of children, financial problems, and self-improvement concerns. In the 40's there are thoughts of retirement, the children are leaving home for marriage, college, and careers, women often re-enter the work force. In the 50's, retirement is more nearly at hand, leisure pursuits gain attention, and health problems are often more severe. In the 60's retirement is an actuality, aging begins to make its effect known, and concern over social security income and death is felt.
2. Additional Needs and Interests of the Handicapped
    a. Information about the handicap is often desired by the handicapped themselves, as well as by their families and friends. Medical and scientific information is desired, often in layman's terms. Biographies of individuals who have successfully learned to live with handicaps are frequently requested, although there are handicapped individuals who do not want to read or listen to information about handicaps.
    b. Legal information on the rights and responsibilities of the government toward the handicapped may be requested: PL 94-142 (Education for All Handicapped Children Act) and the Rehabilitation Act of 1973, especially Section 504 dealing with employment of the handicapped. (More information on the legislation affecting the handicapped is in the Foundations Outline.)
    c. Information about special education programs for the handicapped is desired by those interested in the lifelong learning concept. When a handicap occurs, there is a need for information on courses such as signing, Braille, and coping with the handicap.
    d. Travel information that helps the handicapped avoid areas with insurmountable architectural barriers is needed. Some travel agencies and organizations of the handicapped provide itineraries for this type of travel.
    e. Information about devices to assist the handicapped with their handicaps may be requested. The International Guide to Aids and

Appliances for Blind and Visually Impaired Persons, Second Edition issued by the American Foundation for the Blind, Inc. is an example of a tool that can aid in this type of reference work. Care must be taken not to recommend devices as the medical profession has that responsibility.

III. Formats and Sources of Materials

A. Special Formats

1. Braille

Braille is itself a system of printing or transcribing for the blind that was devised by Louis Braille in the 1830's and 1840's in France. The characters are represented by raised dots. Braille comes in three grades. Grade 1 contains no abbreviations or contractions. Each letter of the alphabet, digit, and punctuation mark are characterized by a Braille character (a special combination of dots) fitting into a six dot cell. Grade 2 Braille, the grade most commonly used, has single Braille characters for combinations of letters, e.g., th and words, e.g., very. Grade 3 Braille has additional abbreviations and is the equivalent of shorthand. Jumbo Braille in the three grades is large Braille that is useful for individuals whose tactile abilities are deficient. A good Braille reader can read at the rate of about 100 words per minute. The versatility of the Braille system permits music transcription and mathematical and scientific notations. The Braille format is available from the Library of Congress program and includes books for adults and children, best sellers, biographies, how-to-do-it books, religious literature, classics, foreign language materials, music and magazines. These materials are available free of charge at libraries or by mail. This best known reading medium for the blind is bulky, cumbersome, and costly to produce and store; a 220 page book equals 6 Braille volumes, six to eight inches in width depending on the grade of Braille used for the transcription. The American Printing House for the Blind in Louisville, Kentucky is a major publisher of the Braille format materials. Braille will continue to be used, particularly in view of the technological developments discussed under the equipment section of the outline. It will not be replaced as a format as it provides speed, flexibility, and a "personal connection" with their reading materials for many individuals.

2. Print-Braille (Twin Vision)

This special format allows sighted and blind parents and children to read to each other. It consists of transparency overlays embossed with Braille and inserted between the regular format pages of the book. Children's books with fragrance strips that emit scents (chocolate, mint, pine, peach) when scratched have been developed in this format also, thus enabling the stimulation of tactile and smelling senses. Print Braille formats are also available from the Library of Congress.

3. Large Print Books

Large type is one of several means of providing easier, more comfortable reading for the visually handicapped. Type is measured by points from the bottom of the lowest letter (for example, the tail of the letter "y") to the top of the tallest capital letter; type an inch high measures 72 points. Large type or large print, generally refers to letters which are 14 to 30 points high. By comparison, most adult books are set in 10-12 point type, and newspaper print is often 8 point type. Type size alone is not sufficient to help people who cannot read standard print. The large type size is often combined with nonglare paper, proper word spacing, and density. Large type materials are produced by one of three methods:

a. Setting the material to be printed in type which is the desired size, (the best method for achieving sharp, uniform letters)
b. Photographically reproducing and enlarging material already printed in ordinary type, (a less expensive method, especially for a limited number of copies)
c. Typing on a large type typewriter, (a method often used by volunteers to meet the individual needs of partially sighted persons).

(Reading Materials in Large Type, LC/DBPH Reference Circular, August 1975, pp. 1-2.)

The American Printing House for the Blind is one of the producers of large print textbooks; illustrations in the text are also enlarged. A New England publisher is producing large print Spanish language books in 18 point type, including mysteries, romance, adventure, and humor. (John Curley and Associates, P.O. Box 37, Yarmouth, MA 02664). Examples of large print materials include the World Book Encyclopedia, Merriam Webster's Seventh New Collegiate Dictionary, and the New York Times. Reader's Digest which costs $12.95 a year, contains 348 pages in each issue, is 6" x 9" in format, has a single column on each page, and presents one half of the articles of the original publication.

4. Talking Books

Talking books are the recorded formats of print materials that are put on disc or magnetic tape in reel or cassette form. They are circulated free from regional, subregional and local libraries and represent a cross section of reading interests - Nancy Drew, Shakespeare, Roots, the Koran, biographies, etc. Talking books are frequently recorded by readers of distinction such as Alexander Scourby and authors themselves such as William Buckley, Pearl Bailey, Ruth Gordon, and Art Buchwald. The need for local materials, for instance, magazines, in talking book format is partially being met by the regional libraries.

a. Disc

When Edison invented his talking machine, he predicted it would one day be used by the blind as a reading machine. It was not until 1934 that the talking book was well enough developed for the justification of its use for blind readers. The American Foundation for the Blind perfected the 33 rpm format and a book of 60,000 words could be put on 8 to 9 double faced 12 inch records with 30 minutes of reading on each record. Twenty years later the Library of Congress developed the 16 rpm format which permitted a 60,000 word book to be put on 4 to 5 records with 60 minutes on each side. Recently the 8 rpm disc has been developed which permits 60,000 words on 2 to 3 records with 90-120 minutes on each side. Book discs are now usually 10 inch, at 8 rpm, with 90 minutes per side. Magazines are usually 9 inch flexible discs at 8 rpm with 60 minutes per side. By the end of 1978, all magazines in talking book format will be on 8 rpm flexible discs. The development of the flexible disc has made possible a more economical, "throw away" talking book.

b. Cassette Tape

The cassette tape is the mode of the future. Tapes are recorded at 1 7/8 and 15/16 inches per second (IPS). 15/16 in four track is now being produced. During 1978, books in talking book format will be produced on two track, 15/16 IPS cassette tapes.

5. Captioned Films

Captioned films are subtitled films for educational and entertainment purposes for the hearing-impaired. Often the audience for captioned films must be limited to the deaf because of commercial restrictions; however, libraries may be eligible for their use. Classic silent films, subtitled foreign films, and films with sign language are appropriate for the deaf audience. The nonverbal "photographic essay" film must be carefully screened as often the music is critical to the understanding of the visual message. Media Services and Captioned Films is a branch of the Bureau of Education of the Handicapped that supplies many of these films. The Resource Center in California (listed in Appendix B) has listings of captioned films and videocassettes.

6. Other Formats

The formats of some materials already found in many libraries are appropriate for various groups of the handicapped. Consider the potential use of captioned filmstrips, 8 mm loop films, relief maps, microforms, paperbacks, games, realia, kits, transparencies and videotape with handicapped patrons. Local production of materials and the repackaging of materials may provide formats that are more appropriate in meeting the interests and needs of the individual patron. Though still in its infancy stage as a material for hearing-impaired audiences, videotape may prove quite valuable in production of materials for local use and about local sites, information, and points of interest.

B. Evaluation of Materials

Evaluation of library materials for the handicapped involves essentially the same procedures and criteria as the evaluation of any library material. The evaluation procedures should be continuous and well-planned and should be outlined in the selection policy of the library. (See V, Item B of this outline) Attention should be given to the following evaluation criteria: authenticity, appropriateness, scope, interest, organization, technical quality, special features, physical characteristics, cost and potential for use. Ideally a "hands-on" examination at conferences and exhibits, by preview prior to purchase, or at an examination center is recommended. In addition, evaluations in reviewing tools, selection lists, and bibliographic tools are consulted. (Appendix B is an annotated list of some of the bibliographic tools.) Publications, i.e. newsletters, magazines, brochures, from organizations that work for and with the handicapped also provide information on materials.

C. Sources

1. National Library Services for the Blind and Physically Handicapped (NLS) is the new name of the Division for the Blind and Physically Handicapped (DBPH) of the Library of Congress. It distributes books and magazines to 56 cooperating regional and 100 subregional libraries and four multistate centers. (Information on the history of the program from the Library of Congress is available in the Foundations outline.) In 1976, 558,000 readers were served; 13 million items were circulated including 22,000 Braille, 499,000 recorded formats and 38,000 large print materials. (U.S. Library of Congress. DBPH "Factsheet: Books for the Blind and Physically Handicapped," April 1977.) Approximately 1,650 titles and 70 magazines are produced each year. (Compare these figures to 35,000 titles published in the U.S. in 1977 as recorded in the American Book Publishing Record, Cumulative 1977 and 6,300 magazines recommended for libraries in Bill Katz's Magazines for Libraries and the Second Supplement to Magazines for Libraries.) NLS is also a source for equipment - playback, earphones, pillowphones, and remote and speed control units. Music services, provided directly from NLS, include Braille music, music scores in large type, elementary instruction on cassette tapes, and music periodicals. NLS also provides reference services related to blindness and physical handicaps.
2. Regional Libraries
   An example of a regional library is the Florida Regional Library for the Blind and Physically Handicapped in Daytona Beach, Florida, a multistate center. In 1976-77, it served 11,172 patrons, and averaged 75 books and magazines circulated per patron. One to two weeks after application to the regional library, the patron is sent a tape player and/or a record player, a packet containing catalogs of books and magazines currently available, and a subscription to Talking Book Topics in print or recorded format or the Braille Book Review. The patron submits a list of at least 30 - 40 titles for possible selection and a record is kept of the patron's requests - those he has read and those he would like to read. The books are loaned for four weeks; the magazines are disposable.
3. Organizations
   Several organizations serve as sources for materials for the handicapped.
   a. Recording for the Blind
      Textbooks are produced in open reel and cassette formats by this national, non-profit voluntary organization which provides its service free. Materials are loaned for one

year. Libraries cannot request this service directly; the request must come from the qualified borrower who is visually, physically, and/or perceptually handicapped. Materials are rapidly produced but do not have the same quality as those produced by NLS. Textbook materials are available for elementary, high school, college, and graduate levels of studies.

b. The American Foundation for the Blind
This organization provides materials in addition to publishing the Journal of Blindness and Visual Impairment, formerly New Outlook for the Blind.

c. American Printing House for the Blind
This publisher produces large print, Braille, and recorded formats and tactile models, e.g. maps, globes.

d. Local community and civic organizations
Local groups can be particularly helpful in providing materials for displays, exhibits, and publicity when services for the handicapped are being introduced and/or promoted.

4. Publishers
Several examples of publishers of special formats are provided in Appendix B, Sections I and II. R.R. Bowker, Bell and Howell, Keith Jennison/Franklin Watts, and Caedmon Records are included.

C. Bibliographies
In Appendix B is an annotated list of bibliographic tools for materials. Note that there are difficulties in bibliographic control of the materials for the handicapped: lack of currency, difficulties of access and storage are deterrents to effective service. Many bibliographies are available from NLS as Reference Circulars, e.g. Bible in Special Media, Magazines in Special Media. There is also a monthly microfiche catalog of titles that meet NLS quality control standards and that have been added to the collection. In each regional library there is a microfiche catalog of the basic NLS collection of titles that is constantly being updated. Public libraries may also acquire copies of these microfiche catalogs.

IV. Equipment and Devices

A. Talking Book Listening Devices
Phonographs and tape playing devices are lent to its users by the NLS. Phonographs operate at 33, 16 or 8 revolutions per minute. Tape playing devices (which do not record, one safeguard against damaging talking books) operate at 15/16 or 1 7/8 inches per second and are for either two or four track cassettes. The newest model has a variable speed control enabling the listener to either speed up or slow down tapes with relatively little voice distortion. Earphones are obtainable for phonographs and tape playing devices. A combination phonodisc and tape playing device is under development at NLS. Talking books and listening devices are also available to individuals who are unable to turn book pages or have other physical handicaps that prevent them from reading print.

B. Devices for the Visually Handicapped

1. Reading Aids
   a. Handheld devices
      For limited time use, i.e., few minutes at a time magnification usually 4x or lower. Lens may be enclosed in a flashlight or mounted on a stand. Typically $20 or less. Source of supply: Local philately shops. New York Association for the Blind has catalog of low vision devices.
   b. Illuminated lens systems with screen
      Magnification about 4x; device may have brightness and focus control. Intermediate in cost. Example: Optiscope made by Stimulation Learning Aids Ltd., Lynbrook, N.Y.
   c. Closed circuit T.V. reading devices
      Magnification ranges from 4x to 60x, adjustable to the user's needs. Devices come with a T.V. monitor with up to a 17 inch screen. Brightness, contrast, and focus controls are provided and image on screen may be set to either black on white or white on black. Accessories for typing with portion of typed page being projected on screen are available. Costs between $1,000 and $2,000. Examples of suppliers: Apollo Lasers Inc., Los Angeles, California; VisualTek, Santa Monica, California.
   d. Optacon
      The Optacon (optical to tactile converter) uses a handheld camera which scans printed characters. Each scanned character is converted into a vibrating tactile representation of the character. These tactile signals are sent to a finger of the blind reader. It takes about 50 hours to train in the use of the equipment. Maximum reading speed is 80 words per minute. More typical reading speed is about 10 words per minute. Synthesized speech instead of tactile output is planned. The Optacon costs about $3,000. Manufacturer: Telesensory Systems, Inc., Palo Alto, California.
   e. Kurzweil reading machine
      Print is scanned electronically and translated into speech or Braille. For synthesized speech output, the blind reader controls the speed of the output; words are read or spelled out and punctuation marks are inserted. The computer which is the heart of the reading machine is programmed with a cassette tape. Languages other than English can be read. About 70 hours of practice with the machine are required to develop the necessary proficiency. The machine costs about $20,000. Manufacturer: Kurzweil Computer Products, Cambridge, Mass.
2. Brailler
   Devices are available for embossing Braille characters on paper or other surfaces. They have one key for each of the six dots in a Braille cell plus a space bar, return key, and back spacer. Braillers cost about $150, and are available from Perkins School for the Blind in Watertown, Mass.

   A new development is a Brailler with cassette input and output called the Elinfa. In addition to embossing the Braille characters on paper the device encodes each character on a magnetic tape stored in a cassette. The cassette with the encoded Braille can then be placed into the Brailler for generating of embossed-on-paper Braille output. Braille stored on cassette tapes offers substantial savings in space. A 90 minute cassette can store the equivalent of a 220 page pocket book or 6 to 8 Braille volumes.

3. Braille Typewriter

A Braille typewriter allows sighted people to type on a conventional typewriter keyboard with the output in Braille. The Braille typewriter, electric model, costs approximately $800. Braille typing paper that is thicker than normal typing paper must be used with the machine.

C. Devices for long distance communication with the deaf

Teletypewriters or electric typewriters are connected to each other by a communication channel such as the telephone network. A message is typed on one teletypewriter, resembling an ordinary typewriter, and is also printed out at one or more teletypewriters in different locations. The typed copy is reproduced without delay. A teletypewriter may already be available in a library for use in interlibrary loan procedures. The equipment may be rented or purchased. The purchase cost depends on the model and costs between $400 to $800. Pictures rather than typed messages can also be transmitted on the telephone and other communication networks but this requires higher equipment and message transmission costs.

D. Evaluation of Equipment and Devices

The primary consideration is what will meet the needs of the users. General criteria for selecting and evaluating equipment and devices for the handicapped include: portability, sturdiness, ease of operation, storage and access, initial cost,,maintenance cost, service outlets and contracts, reliability of manufacturer and distributor, training for initial use, staff to train patrons, and delivery date. The checklist at the end of the Needham article can serve as a useful guide in determining the adequacy of the equipment in the library.

The developments of technology are continuously changing and restructuring the equipment and devices for the handicapped and care must be exerted to stay informed of the improvements and variations. Library Technology Reports and EPIE Equipment Report and Epiegram (Educational Products Information Exchange) are tools that publish evaluations of equipment. Not to be overlooked are the patrons, themselves, who are valuable sources of information on the performance of equipment and devices.

V. Collection Development and Selection Policy

A. Principles of Collection Development

Collection development - the building and maintenance of the library's basic collection - involves attention to standards, the materials selection process, the assessment of the quality of the existing collection, a plan for building the collection, and procedures for maintaining the collection that include weeding and inventory control.

1. Standards

   The standards that are used are relative to the type and size of library, e.g., Media Programs, District and School; Minimum Standards for Public Library Systems, 1966 (currently under revision); Standards for College Libraries; Guidelines for Two Year College Learning Resources Programs; Standards for Library Services to the Blind and Physically Handicapped (also under revision). Each library should provide service for the handicapped as it does the non-handicapped. A preliminary step toward local collection development should be an examination of the standards for the type of library with consideration of how they affect collection development for materials for the handicapped and whether they should have specifications about the materials for the handicapped. Remember that standards serve as guidelines for service and collection building.

   Standards that can be useful are currently being drafted by an ad hoc committee of ALA-HRLSD (ASCLA). The Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped apply to the services of the NLS network, yet they reflect the need for standards for various types of services. Included in these standards are terminology and definitions, administrative procedures, and guidelines for selection of materials, bibliographic control, maintenance of collections, and circulation of materials. Standards for Library Service for the Deaf are also being drafted. Attention to these standards, even in their draft form, can assist in the collection development for the local library.
2. Resources and capabilities of the Library

   Assessment must be given to the quality of the existing collection of materials for and about the handicapped. Are there materials? What is the need for these materials? What can the library provide for the handicapped? Careful thought and planning must be given to the building of the collection for actual and potential users. What has the initial survey, mentioned earlier, revealed?

   The maintenance of the collection - weeding and inventory control - is supported by the consumer/user survey and what it can reveal about the actual use of the materials.

B. The Materials Selection Process

The selection process is a fundamental charge of all librarians.

1. Basic Principles
   a. "The right materials for the right user" never rings more soundly than it does in the selection of materials for and about the handicapped. No group should be overlooked in the effort to meet the needs and interests of all. Florence Grannis in her article "Book Selection for the Blind" provides strong support for this premise that is applicable to all handicapped users. A philosophy of book (materials) selection: "Bring the right books (materials to the right reader; develop a collection of books (materials which the present borrowers and potential borrowers will find excellent - interesting, enjoyable, and useful."

b. Build according to a plan that takes into consideration: quality, quantity, budget limitations. Standards can be helpful in formulating the plan.

c. Consider what the selection policy should say and how it should apply to materials for and about the handicapped.

    1) The purpose statement should express the rationale for the selection policy and show its relationship to existing policies, e.g., NLS "Selection Policy for Reading Materials" and the Florida Regional Library for the Blind and Physically Handicapped "Materials Selection/ Collection Development Policy."

    2) The responsibility for selection should be stated with consideration of a materials selection committee and who is on it, e.g., subject specialists, department heads, outreach staff, etc. and the suggestions that come from patrons themselves. (The consumer/user survey also provides useful input.)

    3) The criteria for selection may include statements relative to the demand for materials; the quality of the materials; the format of materials; the audience to whom the materials will appeal; recreational, informational, or educational need for the materials; materials for students and professionals; items of local and regional interest - magazines, books, brochures. A statement may be directed toward what the library will not select and the reasons. As an example, the Florida Regional Library policy has the following statement "The Florida Regional Library will not maintain a collection of commercially produced large print titles, musical recordings, sculpture, and art prints. These collections are readily available through most public libraries in Florida." (p. 4).

    4) The selection procedure should outline how the selection is done and how often.

    5) The selection aids that are used may be identified as in the case of Braille Book Review, Large Type Books in Print, Talking Book Topics, NLS Reference Circulars.

    6) A statement concerning the treatment of gifts should be made.

    7) The weeding procedure should be addressed with consideration of who does it, how it is done, when, and the circumstances under which copies are withdrawn. The consumer/user survey is beneficial for the weeding process.

    8) A statement on censorship and handling of questionable materials should be included.

    9) The Library Bill of Rights should be included.

    10) The Freedom to Read Statement from ALA is generally included.

    Examples of policy statements that are helpful are the NLS statement and the Regional Libraries' statements on collection development and selection policy.

2. The Needs and Interests of the Handicapped

In the Florence Grannis article "Book Selection for the Blind" the following statement is made (and can be modified for all handicapped readers):

> "The blind readers are (identical) in needs and tastes to sighted readers; and that they wish to have access to the same books that are available to their sighted friends. Blindness is a physical and not a mental handicap and the selection of books for the blind should be... the same as the selection of books for sighted readers."

There is a need for information about the handicapped and their handicaps for the handicapped and their family and friends. There is a need for special formats, special equipment - would a statement reflecting these needs provide support for special funding, participation in the network, additional staffing and services? Does the library's existing selection policy indicate awareness of the handicapped? Can you afford to let these considerations be unstated?

SUGGESTED BACKGROUND READINGS

FOR MATERIALS AND DEVICES FOR THE HANDICAPPED

American Library Association - Health and Rehabilitative Library Services Division - Committee to Review Standards for the Blind and Physically Handicapped. Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped (Preliminary Draft) March, 1978.

Baskin, Barbara and Harris, Karen, eds. The Special Child in the Library. Chicago: American Library Association, 1976.

Bonham, Barbara. "Printing House for the Blind Brings Light to a Dark World." Graphic Arts Monthly 50(January 1978):66-70.

Bray, Robert S. "Library Services to the Blind and Physically Handicapped," in Encyclopedia of Library and Information Science, v. 2. New York, Marcel Dekker, 1969. p. 624-637.

Brown, Eleanor Frances. "The Physically Handicapped." in Library Service to the Disadvantaged. pp. 137-207. Metuchen, N.J.: Scarecrow Press, 1971.

Casey, Genevieve. "Library Service to the Handicapped and Institutionalized." Library Trends 20(October 1971):350-366.

Cheeseman, Margaret. "The Special Patron at the Library." PLA Newsletter 15(Winter/Spring, 1976) 7-10.

Cylke, Frank Kurt. "Blind and Physically Handicapped, Library Service for the" in ALA Yearbook, 1975. pp. 115-116. Chicago: ALA, 1976.

Cylke, Frank Kurt. "Blind and Physically Handicapped, Library Service for the." In ALA Yearbook, 1976, pp. 66. Chicago: ALA, 1977.

Dresang, Eliza T. "There are no other children." School Library Journal 24(September 1977):19-23.

Florida White House Conference on Handicapped Individuals. Florida White House Conference on Handicapped Individuals: Official conference recording of verbal comments given by participants at the regional forums, formal position papers and written comments presented in Jacksonville, Tampa, Tallahassee, and Miami, 1977.

Grannis, Florence. "Book Selection for the Blind." Catholic Library World 40(April, 1969):491-496. Also in Strom, Maryalls G., ed. Library Services to the Blind and Physically Handicapped, pp. 111-123. Metuchen, N.J.: Scarecrow Press, 1977.

Grannis Florence. "Philosophical Implications of Book Selection for the Blind." Wilson Library Bulletin 48(December 1969):330-339. Also in Strom, Maryalls, ed. Library Services to the Blind and Physically Handicapped. pp. 143-158. Metuchen, N.J.: Scarecrow Press, 1977.

SUGGESTED BACKGROUND READINGS - continued

Hagemeyer, Alice. Deaf Awareness Handbook for Public Librarians. Washington, D.C.: Public Library of the District of Columbia, 1975.

"Health and Rehabilitative Library Services." In ALA Yearbook, 1975 and 1976. Chicago: ALA, 1976, 1977.

Herman, Steven J. "The 1976 National Conference of Librarians for the Blind and Physically Handicapped." Library of Congress Information Bulletin Appendix 35(June 25, 1976) 357-362.

Kamisar, Hylda and Pollett, Dorothy. "Talking Books and the Local Library: How LC's Network Helped Two Libraries Build Strong Services." Library Journal 99(September 15, 1974):2123-2125. Also in Strom, Maryalls, ed. Library Services to the Blind and Physically Handicapped, pp. 48-52. Metuchen, N.J.: Scarecrow Press, 1977.

Kamisar, Hylda and Pollet, Dorothy. "Those Missing Readers: The Visually and Physically Handicapped." Catholic Library World 46(May/June, 1975):426-431. Also in Strom, Maryalls, ed. Library Services for the Blind and Physically Handicapped, pp. 13-22. Metuchen, N.J.: Scarecrow Press, 1977.

Library and Information Service Needs of the Nation. Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States, May, 1973. Denver, Colorado. Washington, D.C. GPO.

McCrossan, John A. "Extending Public Library Services to the Home bound." American Libraries 1(May 1970):485-490. Also in Strom, Maryalls, ed. Library Services to the Blind and Physically Handicapped. pp. 180-193. Metuchen, N.J.: Scarecrow Press, 1977.

"Nationwide Library Service for the Blind and Physically Handicapped: In Bowker Annual of Library and Book Trade Information, 1975, 20th edition, pp. 81-89. New York: Bowker, 1975.

Needham, William L. "Academic Library Service to Handicapped Students." Journal of Academic Librarianship. 3(November 1977):273-279.

Nicholas, Rosslyn M. "Reading and Writing Aids for the Disabled." Assistant Librarian 66(March 1973):40-42.

Pendell, Lucille H. "Library Service to the Deaf." in Encyclopedia of Library and Information Science, v. 6, pp. 444-478. New York: Marcel Dekker, 1971.

Public Library Services for the Physically Handicapped. Adult Services Section Newsletter. Canadian Library Association. Spring 1972.

Putnam, Lee. "Information Needs of Hearing Impaired People." HRLSD Journal 2(Spring, 1976):2-14.

SUGGESTED BACKGROUND READINGS - continued

Russell, Robert. "To Librarians: The World Will Never Be So Small Again; A Thanksgiving Story From a Blind Reader." *Wilson Library Bulletin* 50(November 1971):238-245. Also in Strom, Maryalls, ed. *Library Services for the Blind and Physically Handicapped*, pp. 29-40. Metuchen, N.J.: Scarecrow Press, 1977.

Scherer, Patricia A. "Communication: Techniques, Systems, & Devices." In *White House Conference on Handicapped Individuals, Volume I, Awareness Papers*, pp. 187-203. Washington, D.C.: GPO, 1977.

Sinclair, Dorothy M. "Materials to Meet Special Needs." *Library Trends* 17(July 1968):36-47.

Strom, Maryalls, ed. *Library Services to the Blind and Physically Handicapped.* Metuchen, N.J.: Scarecrow Press, 1977.

"TTY Phone Service for the Deaf" *American Libraries* 7(July 1976): 465-466.

U.S. Library of Congress. Division for the Blind and Physically Handicapped. "Fact Sheet: Books for the Blind and Physically Handicapped." Washington, 1977.

Werner, Mona M. "Collection Development in the Division for the Blind and Physically Handicapped, Library of Congress," *Catholic Library World* 47(May 1976):418-419. Also in Strom, Maryalls, ed. *Library Services to the Blind and Physically Handicapped*, pp. 107-110. Metuchen, N.J.: Scarecrow Press, 1977.

Wires, Catherine. "Books for Children Who Read by Touch or Sound." *Quarterly Journal of the Library of Congress* (April 1973):159-162.

APPENDIX A

NEW YORK STATE LIBRARY FOR THE BLIND AND VISUALLY HANDICAPPED

CONSUMER SURVEY CHECKLIST FOR LIBRARY PROGRAM PLANNING

July 1976

By completing the checklist on this page and on the reverse side, you will help us evaluate some parts of our present library program and guide us as we plan for changes to improve our service to each reader. Additional comments or revised service instructions may be sent by regular mail.

DIRECTIONS: After completing the checklist on this page and continued on the reverse side, separate it from the newsletter. Refold it so that **our address** on the bottom fold of this page is on the **outside** and mail to us.

On preferences for having requests filled.

1. Please check all of the media materials you use in our service.
   __BRAILLE__CASSETTE__TALKING BOOK RECORD__OPEN REEL TAPE
2. Please indicate your preference of the following request-filling options. Check as many as apply to your service.
   ___ For every book I return, I would like to receive a replacement in the same media, rather than in a different media.
   ___ I would like to receive my most current requests last.
   ___ I would like to receive my most current requests first.
   ___ I have no preference regarding the choice of requests to be filled.
   ___ I will call or write to give instructions for other options.
3. __YES. __NO. The present way requests are filled is satisfactory.

FREE MATTER
FOR THE BLIND
OR HANDICAPPED

THE NEW YORK STATE LIBRARY FOR THE BLIND
AND VISUALLY HANDICAPPED
226 ELM STREET
ALBANY, NEW YORK 12202

CONSUMER SURVEY CHECKLIST (CONTINUED FROM REVERSE SIDE)

DIRECTIONS: Please place a checkmark by "Yes" or "No" to indicate your agreement or disagreement with the following statements.

On use of our toll free telephone service (INWATS).

4. ___YES. ___NO. I have used the library toll free telephone service.
5. ___YES. ___NO. Use and library response are satisfactory.
6. ___YES. ___NO. I plan to use the service to report problems.
7. ___YES. ___NO. I plan to use the service to prevent problems.
8. ___YES. ___NO. I plan to use the service to report changes.
9. ___YES. ___NO. I plan to use the service to request a few books.
10. ___YES. ___NO. INWATS is my only means of direct communication.
11. ___YES. ___NO. I am unable to make use of the telephone service.

On automation use of reader instructions.

12. ___YES. ___NO. Service using my instructions is satisfactory.
13. ___YES. ___NO. The quantity supplied is satisfactory.
14. ___YES. ___NO. The frequency of mailing is satisfactory.
15. ___YES. ___NO. Replacement of books returned is satisfactory.
16. ___YES. ___NO. Choice of media in replacement is satisfactory.
17. ___YES. ___NO. I return books as soon as I read them.
18. ___YES. ___NO. I have problems with mail delivery or returning books.
19. ___YES. ___NO. I use the two-year catalogs in making request lists.
20. ___YES. ___NO. I use only the bi-monthly order forms for requests.
21. ___YES. ___NO. I want a continuous supply of books to read.
22. ___YES. ___NO. I want substitutions for requests not available.
23. ___YES. ___NO. I should like my local library to help me make request lists.
24. ___YES. ___NO. I should like to be called to review my instructions for service.

If so, add your name ____________________
and telephone ____________________

REFOLD THIS PAGE SO THE REVERSE SIDE IS OUTSIDE SHOWING OUR ADDRESS FOR MAILING

AMERICAN COUNCIL OF THE BLIND
READER SURVEY - JULY 1976

Describe in your own words the two or three subjects or types of books that you most frequently read:

________________ ________________ ________________

Name one or two categories in which you feel there is a serious shortage of material readily available to the blind:

________________________ ________________________

Indicate how useful to you the following media are: (Use A to indicate fully useful; B - satisfactory; C - useful occasionally; D - not worth it!)

Open reel tape _____ Large print _____

Cassette _____ Braille _____

Record (disc) _____ Jumbo braille _____

Sound sheet _____ In person reader _____

Remote reader, by phone _____ ; Remote reader, by radio _____

Once you learn of a book, is the availability:

Satisfactory _____ ; Fair _____ ; Not satisfactory _____

Comment on the adequacy of non-book materials:

(a) Magazines ______________________________

(b) Selected articles ______________________________

(c) Reports and miscellaneous writings ______________________

(d) Reference works ______________________________

What possibilities for access to library materials have been neglected:

____

____

How do you prefer to have your library contact you:

Phone _____ ; Braille _____ ; Cassette _____ ; Large type _____

Your age: _____ 0 - 20 _____ 20 - 40 _____ 40 - 60 _____ Over 60

MATERIALS AND DEVICES

APPENDIX B

I. Sources for Large Print Materials

A. Bell and Howell Company
Micro Photo Division
Old Mansfield Road
Wooster, Ohio 44691

B. R. R. Bowker and Company
1180 Avenue of the Americas
New York, New York 10036

C. Harper and Row, Publishers
Department 61
10 East 53rd Street
New York, New York 10022

D. Keith Jennison Books/Franklin Watts, Inc.
845 3rd Avenue
New York, New York 10022

E. National Association for the Visually Handicapped
3201 Balboa Street
San Francisco, California 94121

II. Sources for Talking Books

A. American Foundation for the Blind
15 West 16th Street
New York, New York 10011

B. Caedmon Records
505 Eighth Avenue
New York, New York 10018

C. National Center for Audio Tapes
University of Colorado
Stadium Building
Boulder, Colorado 80302

D. National Library Service
for the Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542

E. Recording for the Blind
215 East 58th Street
New York, New York 10022

III. Bibliographic Tools for Materials

Baskin, Barbara and Harris, Karen. *Notes from a Different Drummer.* New York: Bowker, 1977.

"Guide to juvenile fiction written between 1940-1975 that depicts handicapped characters." The annotated list also indicates reading level and disability for each title.

Bible in Special Media. Reference Circular. Library of Congress, Division for the Blind and Physically Handicapped, 1973.

9 pp. Sources for purchase of bibles in recorded, Brailled and large print formats. Addresses of sources given.

Braille Book Review. Publication Services, Division for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542.

Bimonthly magazine, distributed free to participants in the Library of Congress Braille program, informs readers of developments and activities in library services for blind and physically handicapped individuals, available in print and Braille, announces new books released, carries feature articles on authors and books.

Commercial Sources of Spoken Word Cassettes. Reference Circular, Library of Congress, Division for the Blind and Physically Handicapped, 1973.

15 pp. Itemizes producers of spoken word cassettes and equipment. Subject arrangement. Needs updating.

Directory of Local Radio Services for the Blind and Physically Handicapped. Reference Circular, Library of Congress, Division for the Blind and Physically Handicapped, 1976.

14 pp. "Basic information on radio services for the blind and physically handicapped throughout the country and includes a directory of public (noncommercial) radio stations offering reading or informational program services for the blind and physically handicapped."

Films on Blindness. Reference Circular. Library of Congress, Division for the Blind and Physically Handicapped, 1972.

6 pp. Annotated selected list of films which can be loaned, rented, and/or purchased by libraries.

Information About Braille Music. Music for Blind and Physically Handicapped Series. Library of Congress, Division for the Blind and Physically Handicapped, n.d.

6 pp. Includes bibliography of texts and manuals on Braille music.

Information for Teachers. Music for the Blind and Physically Handicapped Series, Library of Congress, Division for the Blind and Physically Handicapped, 1973.

3 pp. Library services, Braille music notation, teaching aids, scholarships available, and sources for material for teachers working with visually or physically handicapped students.

APPENDIX B - continued

Instructional Records. Music for the Blind and Physically Handicapped Series, Library of Congress, Division for the Blind and Physically Handicapped, 1973.
4 pp. Partial listing of instructional materials for handicapped individuals wishing to learn an instrument and/or become familiar with music in general.

Large Type Books in Print, 1976. New York: Bowker, 1976.
"Titles listed, originally printed in a normal type size, have been reproduced by various means into a larger type size . . two alphabetical listings - one under general reading and one under textbooks."

Magazines in Special Media. Reference Circular, Library of Congress, Division for the Blind and Physically Handicapped, 1976.
47 pp. Approx. 300 magazines produced in media suitable for use by persons unable to read conventional print materials. Information on frequency of publication, medium in which available, method for obtaining copies, brief description of subject matter.

Reading Materials in Large Type. Reference Information Series, Library of Congress, Division for the Blind and Physically Handicapped, 1975.
16 pp. Definition of large type, itemization of current producers, bibliography of reference books and further sources of large type material.

Recording for the Blind, Supplement, 1977. New York City: Recording for the Blind.
Reporduces elementary, high school, college, and graduate level textbooks for visually, physically, or perceptually handicapped borrowers. Does not serve libraries directly.

Sources of Children's Book/Record, Book/Cassette and Print/Braille Combinations. Reference/Information Series, Library of Congress, Division for the Blind and Physically Handicapped, 1974.
6 pp. Books for recreational reading that combine print text with Braille or recordings. Grade and interest levels are given. Addresses of suppliers.

Talking Books Adult, 1974-1975. Washington, D.C., Library of Congress, Division for the Blind and Physically Handicapped, 1976.

Talking Book Topics. Publication Services, Division for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542.
Bimonthly magazine that informs readers of developments and activities in library services for blind and physically handicapped individuals. Distributed free to participants in the LC talking book program. Available in print and on flexible disc. Announce new books released, carry feature articles on authors and books.

Topics in Review. Library of Congress, Division for the Blind and Physically Handicapped.

Titles by subject areas which have appeared in *Talking Book Topics* and *Braille Book Reviews*. Examples: Science Fiction, Religion and Related Reading. The Black Experience, Read with Me. The Occult, Freedom 76, I Went to the Animal Fair.

Toys, Games, and Gift Ideas for the Blind and Handicapped. Florida Regional Library for the Blind and Physically Handicapped, 1976.

Compiler - Deborah A. Tocmey

Velleman, Ruth A., "Rehabilitation Information - a Bibliography" *Library Journal* (October 15, 1973). Also in: Baskin, Barbara and Harris, Karen, Ed. *The Special Child in the Library*, pp. 181-187. Chicago: American Library Association, 1977.

Bibliography includes books on medical and vocational rehabilitation, special education, directories and bibliographies, periodicals, travel guides, special tours.

IV. Sources for Devices and Aids

"Aids for Handicapped Readers." Reference Circular, Library of Congress, Division for the Blind and Physically Handicapped, 1972.

17 pp. Description and supply sources of many reading and writing aids.

American Foundation for the Blind, Inc. *International Guide to Aids and Appliances for Blind and Visually Impaired Persons, Second Edition*. New York, AFB, 1977.

"Source of information about devices which can be purchased for use in the home, on the job, in the school or agency" Addresses, prices, descriptions of devices.

Braille Instruction and Writing Equipment. Reference Circular. Library of Congress, Division for the Blind and Physically Handicapped, 1977.

21 pp. "Selected listing of Braille instructional materials and writing equipment currently available for purchase.

Closed Circuit Television Systems for the Visually Handicapped. Reference/Information Series, Library of Congress, Division for the Blind and Physically Handicapped, 1974.

3 pp. Closed circuit television system devices which enlarge print for the visually handicapped and bibliography of articles which evaluate these machines.

Publisher Source Directory, Third Edition. National Center on Educational Media and Materials for the Handicapped, 1977.

137 pp. Listing of where to buy or rent instructional materials and other educational aids, devices, and media. Subject index.

APPENDIX B - continued

Reading Machines for the Blind. Reference/Information Series. Library of Congress, Division for the Blind and Physically Handicapped, 1977.

15 pp. Bibliography of "selected books, articles, reports, and other materials on reading machines for the blind - general works, Optacon, other reading machines, research, and names and addresses of some organizations involved in research and development in the field of reading machines for the blind."

V. Examples of Additional Sources of Information on the Handicapped

A. Amicus. Bimonthly publication of the National Center for Law and the Handicapped, Inc. 1235 North Eddy Street, South Bend, Indiana 46617. Available free of charge, it reports legislative developments for the handicapped at various levels of government.

B. Baskin, Barbara Holland and Harris, Karen, editors. The Special Child in the Library. Chicago: American Library Association, 1976. A book of readings that presents "a philosophical base for procedures, a compendium of information on materials, examples of creative, unusual and effective programs, and guidelines for environmental modifications."

C. Closer Look Report. Published by the National Information Center for the Handicapped, Box 1492, Washington, D.C. 20013. Available free of charge, it identifies services for children with mental, physical, emotional, and learning handicaps.

D. DIKTA. A quarterly journal published by the Southern Conference of Librarians for the Blind and Physically Handicapped. It serves as a "forum for ideas, opinions, and articles on innovative practices of interest to librarians serving the blind and physically handicapped."

E. HRLSD Journal. Formerly the AHIL Quarterly, published by Health and Rehabilitative Library Services Division of ALA. Journal contains articles on many phases of library service to special groups. (New name of HRLSD is ASCLA, Association of Specialized and Cooperative Library Agencies.)

F. Journal of Blindness and Visual Impairments. Formerly New Outlook for the Blind. Published by the American Foundation for the Blind. It reports research as well as recent literature, books, and other materials of interest to the blind and those who work with the blind.

APPENDIX B - continued

G. Library Resources for the Blind and Physically Handicapped. A Directory of DBPH Network Libraries and Machine-Lending Agencies. 1976. Library of Congress, Washington, D.C. Division for the Blind and Physically Handicapped. Published since 1970 as Directory of Library Resources for the Blind and Physically Handicapped.

H. Library Services to the Blind and Physically Handicapped. (In Reference to) Reference/Information Series, Library of Congress, Division for the Blind and Physically Handicapped, 1975. 7 pp. Bibliography of "selected recent materials on library service to the visually and physically handicapped." Items of national interest.

I. National Information Center for Special Education Materials (NICSEM) Funded by Bureau of Education for the Handicapped beginning Oct. 1, 1977. "To continue the development of a national bibliographical information retrieval system focusing on educational objectives and materials for the handicapped" University of Southern California/NICSEM, University Park, Los Angeles, California 90007.

J. National Organizations Concerned with the Visually and Physically Handicapped. Reference/Information Series, Library of Congress, Division for the Blind and Physically Handicapped, 1974. 14 pp. Listing of organizations and "associations of professional and volunteer workers who serve the varied needs of the handicapped or their representative organizations.

K. National Rehabilitation Information Center (NARIC) Located in Washington, D.C., established by a five year grant, Oct. 1977. "to improve information delivery to the Rehabilitation Services Administration research reports, books, journals, conference proceedings relevant to vocational rehabilitation."

L. The Resource Center. Metropolitan Cooperative Library System. 285 East Walnut, Pasadena, California 91101. Packet of materials on library service to the deaf and hearing impaired - includes 16mm films, videocassettes, definitions, programming primer, signed children's books, captioned films. bibliography.

M. Strom, Maryalls G. editor. Library Services to the Blind and Physically Handicapped. Metuchen, N.J.: Scarecrow Press, 1977. A sampling of periodical articles on library service to the visually and physically handicapped organized by special libraries, special people, special considerations, special services. Appendix on additional reading on library services to the handicapped. Index.

MATERIALS AND DEVICES

APPENDIX C

Readings on Community Survey:

Bone, Larry Earl, ed. "Community Analysis and Libraries." Library Trends 24(January 1976): 429-643.

Gotsick, Priscilla. Assessing Community Information and Service Needs. Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University. 1974.

Readings on Library Standards:

American Association of School Librarians, American Library Association, and Association for Educational Communications and Technology. Media Program: District and School. Chicago: American Library Association, 1975.

Association of College and Research Libraries. Committee on Standards. Guidelines for Two Year College Learning Resources Programs. Chicago: American Library Association, 1972.

Association of College and Research Libraries. Standards for College Libraries. Chicago: American Library Association, 1975.

Association of Hospital and Institution Libraries. Hospital Library Standards Committee. Standards for Library Services in Health Care Institutions. Chicago: American Library Association, 1970.

Commission on Standards and Accreditation of Services for the Blind. Committee on Standards for Library Service. Standards for Library Services for the Blind and Physically Handicapped. Chicago: American Library Association, 1967, c. 1966.

Public Library Association. Minimum Standards for Public Library Systems, 1966. Chicago: American Library Association, 1967.

LIBRARY SERVICE TO THE HANDICAPPED

INSTRUCTIONAL MATERIAL FOR

RESEARCH METHODS COURSE

Prepared by Gerald Jahoda

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A.

LIBRARY SERVICE TO THE HANDICAPPED (LSH)
INSTRUCTIONAL MATERIAL FOR RESEARCH METHODS COURSE
Objectives, Outline, Assignments

Objectives

** To be able to evaluate research proposals in terms of listed criteria

** To be able to convert questions that need to be answered about library service to the handicapped into research questions

Outline

** The research cycle

** The evaluation of research proposals

** The selection of research topics

Assignments

** Read the research proposal and rate it with the aid of criteria provided for this purpose.

** Read the criteria for ranking research topics and use criteria on research topics listed.

** Note to Instructors: Two tasks are to be performed by the students:

1. To evaluate the research proposal in accordance with modified criteria prepared by USOE Guidelines for Library Research and Demonstration Projects.
2. To rank research topics (precusors of research proposals) listed in the instructional material and any additional topics related to Library Service to the Handicapped that either you or your students may suggest. Use suggested criteria for doing so. Please note that not all topics are either good ideas or ideas that lend themselves to transformation into research proposals.

Questions for Discussion

1. If you had the responsibility for allocating research funds, would you give priority to research in LSH?
2. What are the pros and cons of using an interdisciplinary approach to research in LSH?
3. Discuss the role of the intended client of LSH in research on that topic.
4. Are there special problems in research in LSH not encountered in research in other aspects of librarianship?
5. How would one go about developing a priority of research needs within the field of LSH?

B.

Expanded Outline

1. The Research Cycle

A research project goes through a number of phases which might be called the research cycle. While not every research project goes through every one of the listed phases (and some may go through additional phases), the list is presented as a framework for the class exercises.

A research project begins with an idea - a perceived need to study a problem or a suggested solution to a problem. This idea can come from a variety of sources - from an article, from talks with a colleague, from a report at a meeting. This idea is then refined by a reviewing of the literature on the topic and by discussions with colleagues. Next the idea is written up as a research proposal, a document that includes a review of the literature, the objectives of the proposed research project, how it is to be carried out, time and resources required and publication plans. The main difference between an idea (the research topic) and a research proposal is that the former is the statement of something to be done while the latter is a specific plan of attack. For a variety of reasons not all research ideas become research proposals. For example, we may lack the methodology for carrying out the research. It would be nice to find out the effect of library service on the decision making process in a given environment but we do not as yet know how to do this. Not all research proposals are actually carried out. The researcher may not be able to obtain the necessary funds to do the job. And this is where funding agencies come to the help (at least some of the time). This phase of the cycle will be discussed below.

Once the research proposal has been approved it becomes a research project. The research is carried out as outlined in the proposal by preparing and testing the necessary instruments (such as questionnaires) or by setting up experiments, or more generally by making observations. These observations are then analyzed and used for drawing conclusions. The work is then reported and disseminated and thus serves as a basis for further work.

2. The Rating of Research Proposals

A researcher with a research proposal but without funds for carrying out the research (not an unusual situation) must turn to funding agencies for help. In librarianship, three such agencies are the U.S. Office of Education, the National Science Foundation, or the Council on Library Resources. Typically, when need for outside support is anticipated, the most likely funding agency is selected and frequently contacted informally prior to submission of the research proposal. The funding agency will supply information about deadlines for applications as well as format and information to be included. Some funding agencies will also specify criteria for rating research proposals.

In the proposal rating exercise used in this unit, criteria for rating a proposal are based on those used by the U.S. Office of Education Library Research and Demonstration Program. The proposals are rated by peers. Since more proposals are submitted than can be funded only the highest rated proposals will be selected.

The criteria for rating research proposals (C) include only those which the students can apply. For example, the budget for the proposal was omitted and any budget related criteria were also omitted. It is suggested that students rate the proposal before coming to class. In class, the individual ratings might be discussed and low or high ratings for individual criteria questioned. Specific shortcomings and suggested improvements of the proposal might also be discussed in class.

C.

Criteria for Evaluating Research Proposals

(Based on U.S.O.E. Guidelines for Applications under Library Research and Demonstration Programs, 1977)

Maximum # of points = 100

1. Significance, impact, and relevance . . . . 30 points

The proposed project promises to contribute to the solution of an important library problem, the improvement of operations or services in a significant number of libraries, or the fulfillment of unmet informational, cultural, or educational needs.

2. Problem and needs assessments . . . . 8 points

The proposal identifies and demonstrates by objective evidence the nature and magnitude of the needs to be addressed by the proposed program.

3. Statement of objectives . . . . 15 points

Objectives of proposed project are sharply defined, clearly stated, capable of being attained by the proposed procedures, and are capable of being measured. Kinds and nature of output products to meet these objectives are clearly specified and have high potential effectiveness in meeting the objectives.

4. Activities and scheduling . . . . 15 points

Activities included in the proposed program promise of themselves to result in the attainment of the applicant's stated objectives and are so scheduled to result in that attainment in an efficient manner.

5. Evaluation . . . . 9 points

A statement of criteria by which attainment of objectives is to be measured.

Description of instruments to be used to collect data or method of selecting existing instruments.

Assessment of validity of such instruments

Schedule for collection of data and description of method to be used to review the program.

Provision of comparison of evaluation results, norms, control groups or performance results of other programs or other external standards.

6. Dissemination . . . . 8 points

Adequate dissemination of results through meetings and/or publications and papers.

7. Continuity and replication of projects . . . . 15 points

The proposed program is designed in a manner to insure the continuity of the project or parts of it at the site selected or its replication at other sites as well as strength of commitment to continuity and, where appropriate, replication at other sites in supporting letters and documents.

D.

A Research Proposal Submitted for Outside Funding:

INFORMATION SERVICES FOR BLIND COLLEGE STUDENTS

ABSTRACT

In the first phase of the project, information needs of blind college students will be determined with the aid of interviews. In the second stage of the project, needed information aids, identified in the previous step of the study, will be developed, tested, and evaluated. Instructions in preparing information storage and retrieval systems for notes and other personal records and instructions in using the library are examples of information aids to be developed for blind college students.

Introduction

There are an estimated 5,000 blind students now enrolled in universities and colleges in the U.S. (1) About 35 blind students are now enrolled at X University where this study is to be undertaken. The blind are entering professions that have been closed to them up to now. Recently, the first blind student graduated from medical school. (2) There are at least two reasons why research and training in library service to the blind and physically handicapped are of importance. For one, it is the library profession's philosophy to provide the best possible service to all groups and more needs to be known about the information needs of the blind, and here specifically, blind students, in order that this philosophy may be put into practice. For another, improved library service to blind college students may have direct benefits in terms of facilitating the students' academic work. This, in turn, might enable more blind students to attend college and, possibly, additional fields might eventually be opened to them.

The objectives of this research proposal are to gain insight into the information needs of blind college students. The results of such improved understanding of blind students' information needs and of how these students now fill such needs will be used as a pilot project in this field. While the results of the information needs study cannot be predicted, it is likely that the need for new information services will be brought out. These new services might include instructions in organizing personal notes and document collections, instructions in the use of the library, and bibliographic aids for blind students. The objectives of the study are thus to:

* determine information needs of blind students
* determine how improved library services can help meet these needs
* develop and test instructional material on organizing personal notes and document collections, use of the library, bibliographic aids for blind students, and/or other instructional or informational materials to facilitate use of information resources by such students.

Given below is a review of the literature of library services to the blind and physically handicapped as it applies to the problem.

Who Are the Blind and Physically Handicapped?

The Division for the Blind and Physically Handicapped of the Library of Congress (DBPH) has estimated that as many as 7.6 million Americans may be eligible for its services. Of these, 1.3 million have "severe visual impairment." Another 6.3 million have varying degrees of visual and/or other physical handicap, and are potential users of such services because of this. The 1971 National Health Survey of the Department of Health, Education and Welfare showed that persons with visual impairments are more numerous than persons with any other form of disability except that of hearing difficulty. The National Center for Health reports that persons with visual handicaps are found most frequently among the elderly (over 65) and among persons of lower income. However, some five percent of American youth ages 12 to 17 have moderately to severely defective near vision, that used for most reading. (3)

A 1973 survey of handicapped patrons of the Texas State Library Division for the Blind and Physically Handicapped revealed that more than 43 percent of its patrons were over 65 years of age, but over 40 percent were under 55. Slightly more than one-fifth of the patrons were visually or physically handicapped at birth. Most of these patrons lived with members of their families, i.e. were not in institutions, and used libraries for recreational reading. (4)

The blind and physically handicapped, therefore, are predominantly elderly but they may be found in any age or economic level. A considerable number of them is of student age.

Scope of Literature Review

A literature search was made which included Library Literature (1966 to 1976), Dissertation Abstracts International (1971, 1972, 1976), Monthly Catalog to U.S. Government Publications (1973-1975), Public Affairs Information Service (1973-1975), Schlachter and Thomison's Library Science Dissertations, 1925-1972, Magnotti's Master's Theses in Library Science, 1960-1969, Library and Information Sciences: An ERIC Bibliography (1967-1971), and the past three years of two journals by and for the blind, New Outlook for the Blind and Braille Monitor, 1974through 1976.

Of the tens of thousands of entries in these indexes, less than 100 were of even potential pertinence to the specific topic of professional librarian training for services to the blind and physically handicapped. Of over 3,000 research reports submitted to the ERIC clearinghouse for library and information science during the period 1967-1971, only nine entries were found under the headings "Handicapped," "Blind" or "Visually Handicapped." Seven of these were surveys of state programs for the handicapped generally, and one was a comparative international study. Of about 2,500 master's theses from accredited library schools during the period 1960-1969, only 15 dealt with library services for the handicapped and of these, only six dealt specifically with the blind and visually handicapped and only three concerned current services on more than a local scale.

From 660 doctoral dissertations in library science of a 47-year period (1925-1972), only one was indexed under the heading of "Handicapped" and that dealt only peripherally with retardation. There were not even index entries for "Blind" or "Visually Handicapped."

Only two extensive annotated bibliographies were found on library services to the blind and physically handicapped, one by Boelke, covering 1964 to mid-1969, with 119 citations, and a research paper by Masek, with 151 citations for the period 1960 to early 1973. Masek's paper was concerned specifically with the visually handicapped, while about one-third of Boelke's was specifically related to the blind and visually handicapped.

Clearly, there is relatively little written about library services to the blind and physically handicapped, or on the preparation of librarians to serve these people. The paucity of library literature concerning services to the blind and physically handicapped reflects a lack of activity in research and training for librarianship as it relates to this segment of our population.

Existing Library Services

The American Library Association, in its 1967 standards for library services to the blind and physically handicapped, said: "Every kind of library should make a special effort to include blind and handicapped people in all the services provided for sighted persons." (5) It would appear that few public libraries have met the ALA standards for such services in the decade since those standards were set forth. The standards have now been withdrawn and are being reformulated; the problem still exists.

The primary channel for library services to most of this nation's blind and physically handicapped is through the Library of Congress DBPH and a network of 56 regional and a growing number of subregional libraries. In addition, library services are provided by an undetermined number of public libraries and a small number of libraries specifically for the blind and/or physically handicapped.

The Chief of the DBPH, F. Kurt Cylke, reports that the number of registered blind and physically handicapped readers has shown a growth rate of over 15 percent for the past several years and is projected to grow at about 20 percent a year for the next five years. In the past five years, circulation of materials from the DBPH has almost doubled, reaching over 11 million items in 1974; the DBPH and regional and subregional libraries now report a total of over 4.6 million items (excluding magazines) in their collections. (6)

James Gashel of the National Federation of the Blind commented that library services to the blind range from the imaginative to being merely a mail-order point for the Library of Congress. (7) Eleanor Brown, in her book Library Services to the Disadvantaged, writes, "Most public libraries do not have space or funds to provide braille materials, talking books or tapes. They do, however, owe special staff assistance to the blind and visually impaired. Their chief task, and one which they often fail to perform to capacity is to seek out the blind or nearly blind in their service areas and . . . .see that such persons are fully informed of the services available to them" (Emphasis supplied). (8)

In relation specifically to the blind college student, one nationwide service, Recording for the Blind, and one state program, that of Ohio, should be mentioned. Recording for the Blind provides textbooks on tape recorded on demand. (9) Blind as well as other handicapped students in Ohio share the benefits of a directory in which the facilities, special equipment and services for the handicapped are given. (10) A recent publication suggests ways of improving library service to handicapped college students and provides a checklist for assessing such services in the academic library. (11)

Needed Improvements and New Services

Many articles, books and reports were scanned for references to needed improvements in library service to the blind and physically handicapped. In relation to the blind, the sugessted improvements included obtaining better information on who the blind are, what they need from libraries, and what they think of present services; better bibliographic control of materials now produced (there is no central file or catalog in this country or abroad that shows everything that has been produced for the blind); greater awareness by the blind of the services that are available to them; greater awareness by librarians of the needs of the blind; pre-professional and continuing education for librarians specifically focused on services for the blind and physically handicapped; greater number of book titles available in formats for the blind; wider use of volunteer reader services; and further research into devices to aid blind patrons.

There continue to be problems with long waits for requested books; lack of materials for students and scholars; and regional and subregional libraries that are often underfunded and understaffed.

Librarians and others have commented on these needs. A county librarian in New York said, "Of the problems involved [in providing library service to the blind and physically handicapped] probably the greatest is inertia, a factor which librarians and workers in other agencies must overcome."

One state survey of services to the blind noted that local libraries tended to assume that the two regional libraries in the state would provide service to the blind, therefore "local libraries have offered little or nothing for these people." Another state survey commented that reading materials supplied by the Library of Congress "do not adequately fill the need of the readers. Needs for more specialized and local interest materials must be supplied from state or donated funds." This would appear to apply especially to the blind student.

In 1965, Eric Moon, writing in Library Journal, commented on the then forthcoming standards for library services to the blind. He said that the standards were dominated by a conviction that "the blind, as a group in our society, are likely to encompass virtually the same wide range of reading and information needs and interests as all other readers." He went on to observe that "If such a conviction is prevalent, it is certainly not reflected in the present range and depth of library services and materials for the blind at most levels." (12) More than a decade later, his remarks still seem applicable.

A blind professor and chairman of the English department at an Eastern college, Robert Russell, appropriately sums up the situation for library services to the blind: "Acts of Congress have legalized the extension of these services, but those acts can't guarantee that the services will be extended. The actual extension rests in the hands of librarians all over the country." (13)

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12. Eric Moon, "A Break for the Blind," Library Journal, Feb. 15, 1965, p. 833.

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Results or Benefits Expected

The results of the proposed study should assist academic librarians in providing improved information services to blind college students. This will be made possible by having an improved understanding, obtained from analysis of interviews, of the information needs and habits of these students. The results of the interview study will be published in a journal addressed to academic libraries, probably College and Research Libraries, and in the presentation of a paper at the meeting of a professional society, probably the American Library Association. Instructional material prepared and tested in the course of this study, such as instructions in organizing personal notes and document collections, instructions in the use of the library, and/or other instructional materials to facilitate use of information resources, will be submitted to ERIC for distribution to all interested libraries.

Approaches

The initial stage of the project will be a study of the information habits and needs of the approximately 35 blind students at X University. X University has the largest number of blind students in the university system of its state. It is assumed that these students are representative of blind students on U.S. college and university campuses in general. An interview rather than a questionnaire study is planned in view of the nature of the subjects' handicap. The instrument used in the interviews will be developed by reviewing the literature on information habits and needs of college students. The instrument will include questions on how blind students organize their notes for class work and on their use of both the University library and the regional library for the blind and physically handicapped. This instrument will be pretested and then administered to each of the blind students on campus.

The subsequent steps in the study will depend on the results of the interviews. The results of the interviews will be analyzed in terms of resources, aids, and services needed by blind students for the completion of their studies. It is anticipated that assistance will be needed in at least two areas: in the organization of personal notes and in the use of the library. If the interviews confirm these anticipated needs or others, appropriate instructional material will be prepared and tested.

For the organization of personal notes, instructional material would be prepared on information retrieval systems for personal collections of notes and documents. This will consist of audio-tape presentations along with sample indexes. Indexes to be considered have to be relatively simple to use and have to have access points in braille. While the final choice of types of indexes will depend on the results of interviews, alphabetic subject indexes and manual coordinate indexes such as edge-notched card indexes with the master card being coded in braille are under consideration.

For instruction in the use of the library, audio-tape lectures, possibly supplemented by braille material, would be prepared. Again, depending on the results of the interviews, topics to be covered might include bibliographic organization, types of publications and their content, and information services and resources available in libraries.

The instructional material developed in this project will be test used by the blind students. The students' reactions as well as those of the students' instructors will be assessed in the evaluation of the material.

PERSONNEL FOR PROJECT

Principal Investigator	25 % of time
Graduate Assistant	33 % of time
Secretary/clerk	50 % of time
Student Assistants	600 hours

TIMETABLE

1.	Develop and Pretest Interviews	Months 1-2
2.	Interview	Month 3
3.	Develop Instructional Material	Months 4-6
4.	Test Use Instructional Material	Months 6-13
5.	Evaluate Instructional Material	Months 14-15
6.	Prepare reports, publications	Months 16-18

E.

Proposal Rating Form

(Maximum points in parentheses)

1. Significance, impact and relevance (30) ________
2. Problem and needs assessments (8) ________
3. Statement of objectives (15) ________
4. Activities and scheduling (15) ________
5. Evaluation (9) ________
6. Dissemination (8) ________
7. Continuity and replication of project (15) ________

Comments:

The Selection of Research Proposals

Typically, researchers have more ideas than time or money to carry them out. Thus a screening or selection process of research topics is necessary. There are, of course, a number of factors that enter in such a selection process and a number of ways of carrying it out. For the class discussion of this unit, the following six criteria (questions) given as Section F are suggested as a way of ranking research topics.

Here is a suggested procedure for ranking the research topics. Each of these questions should be asked for each of the suggested research topics and any additional topics that the teacher or students add to the list. If the answer to the question is a "yes" or a "no", a value of 1 or 0 is assigned to the answer for the topic. A "don't know" answer has a value of .5. The highest rating for a topic would be 6. By arranging the topics in decreasing numeric order, a ranking by perceived value of topic is obtained.

F.

Criteria for Ranking Research Topics

1. Are chances good that project can be successfully completed?
   A positive answer assumes (among other things) that the methodology for carrying out the study is available and that necessary cooperation of users, librarians or other subjects may be obtained. High risk projects, which would be important to the profession if successfully completed, would be given a lower value but might still obtain a high ranking with "yes" scores from other questions.

2. Is an important question about LSH being addressed?
   This question attempts to differentiate topics of local and more general interest.

3. Will findings contribute to the understanding of LSH?
   This question would get a "yes" rating for basic research projects whose findings may not be immediately applicable but may form a theoretical framework for the field.

4. Are findings likely to be adopted without much delay in LSH?
   This question would be answered "yes" for other than basic research projects, projects that are likely to yield findings of use in improving operations or services.

5. Are findings likely to benefit other aspects of library service?
   This question would be answered "yes" if the project has a carryover benefit for other library services or operations. For example, improvements in technical services suggested from the findings of an LSH project may also be applicable in the technical services of any library.

6. Can project be completed for under $30,000?
   This question is raised with the assumption that it is more difficult to get approval for higher priced projects. This is not true for all funding agencies.

G.

List of Research Topics

1. Should computers be used for inventory control in libraries for the blind and physically handicapped?
2. What are reading interests of the elderly blind?
3. What positions can be held by the wheelchaired in libraries?
4. What is the best way of teaching sign language to reference librarians?
5. What are job opportunities for librarians wanting to serve the blind and physically handicapped?
6. What is the image of the handicapped in adult fiction?
7. What services are now provided to the blind and physically handicapped in public libraries?
8. Should overdues be charged to blind college students?
9. How can reference service to the blind be evaluated?
10. What is the history of the Library of Congress Division for the Blind and Physically Handicapped?

H.

Research Topics Ranking Form

Research Topic #	Rating for Questions (1,2,3,4,5,6)	Numeric Score	Rank
1.	______	______	______
2.	______	______	______
3.	______	______	______
4.	______	______	______
5.	______	______	______
6.	______	______	______
7.	______	______	______
8.	______	______	______
9.	______	______	______
10.	______	______	______

NATIONAL LIBRARY SERVICE FOR THE HANDICAPPED

by Elizabeth Carl

A favorite story at the National Library Service for the Blind and Physically Handicapped has it that a regional librarian once took an emergency call from a distressed public librarian in her state. "A blind man just walked into the library! What should I do?" was the frantic question. The reply was calm: "Why don't you ask him what he wants?"

The exclusion of the blind and physically handicapped from the able-bodied and sighted mainstream of society has cost us much. Many of your students have never in seventeen or more years of school sat in the same room with a blind classmate. Many have never had even the most mundane conversation with a blind person. Ask them. And if in addition to their lack of personal exposure, library education fails to apprise them that there is such a public out there and of the resources available to serve it, clumsiness is an inevitable result and foolishness is probable. It is with the hope of ending clumsy, foolish service to blind and handicapped patrons of libraries that we all are here.

The National Library Service for the Blind and Physically Handicapped is a title which really stands for two ideas. In its broadest sense NLS is the entire network of libraries serving blind and handicapped readers. This network consists of 1) the Library of Congress, 2) four Library of Congress multistate centers, 3) the regional libraries - generally one in each state, 4) subregional libraries, and 5) local libraries of all types throughout the country. In a narrower sense NLS refers to the central node of the network, the Library of Congress.

The NLS network provides free public library service nation-wide to anyone who temporarily or permanently cannot read or hold a standard print book or turn pages because of some physical limitation. Residents of the United States, regardless of nationality, are eligible for service, as are American citizens living abroad. Participants may receive books and magazines in Braille and on tape, disc, and cassette. Braille and recorded musical scores are available. It is now estimated that roughly three million people are eligible. In 1977 we had almost 600,000 registered readers, about five times as many as were registered ten years ago.

Over the years, our clientele has increased not only in size but also in scope. Originally including only the adult blind, the enabling legislation changed to add children to the program in 1952 and added the physically handicapped in 1966. In 1974 an administrative decision added reading disabled persons suffering from organic brain dysfunction to the program.

Such growth is the stuff of which strong library networks are made.

The Library of Congress performs logically central acts: acquisitions, procurement of equipment, Braille certification and instruction, reference service from a special library on blindness and physical handicaps, and research and development efforts.

"Magic Pot" syndrome, the unending growth to which all library collections are heir, is burstingly augmented when a single copy of Roots requires twenty-four inches of shelf space for its seven Braille volumes! Delivery to regionals from Washington became impossible and impractical, so since 1975 four multistate centers have been opened to act as materials support units for the regionals.

The fifty-six regional libraries still provide most of the direct service to readers. It is they who know the likes and dislikes of their readers, send them their books, listen to their complaints, accept their praises, and chat with them about the state of the economy and the weather. David Thomas, a veteran of the service and an office-mate of mine, is the "regional librarian" for American citizens living overseas, and almost all his communication with readers is by post. Here are a few examples:

> The cassettes which you sent have never reached us. I guess they are held up in customs. Hope they will enjoy your selections if they can figure out what tape speed to use. From now on please use the following address to avoid these delays.
>
> Please send me a replacement copy of the mystery, Wednesday the Rabbi Got Wet. I was just in a very exciting part when the tape spilled and got all caught in the machine, and I am in great suspense. Please rush this book, as they take three weeks to reach Japan.
>
> Thank you for the invaluable service you have provided my daughter during the time we have lived overseas. I have watched her change from a child with little interest in reading and very narrow tastes to one who will tackle most anything!
>
> Please don't send me any more gardening books. I live in an apartment and don't even have a window box.
>
> Please send me some Bible records to read when mother's up and some blood-and-thunder to read after she goes to bed.

The rest of our office is also in frequent communication with readers, both by telephone and letter. The Friday before Christmas a very proper-sounding lady called requesting Braille books on bestiality. There was of course a barking dog in the background. In the early spring there was a surge of interest in worm farming. An exasperated lady wrote to suggest that we abandon all our "silly machines that are always needing something done to them" and concentrate our efforts on recruiting people to read to her. She would enjoy that much more. A very old man wrote us to find out if anything had ever been recorded concerning the action in World War II in which his son was killed. In April I had the privilege of beginning service to a woman with cerebral palsy who simply arrived in her wheelchair at our doorstep because she found our name containing the word "Handicapped" in the telephone directory. She told me she loved to read but couldn't get in most libraries because of the steps.

'No otherwise qualified handicapped individual in the United States .... shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Whether we tremble in fear or excitement at the words of section 504 of the Rehabilitation Act of 1973, it is going to cause change. What are some ways it may affect NLS?

One result is clear even now: the two newest regional library buildings, one in Chicago, Ill. and one in Montgomery, Ala., are both accessible to the handicapped and are doing significant walk-in business. Now, this may not seem too remarkable at first, but regionals have traditionally carried on most business by phone and by mail, even for local readers, using the "free matter for the blind" privilege. Buildings have been, and many still are, warehouses. Many make no attempt at a reading room. Service by mail is not without its redeeming features, to be sure. Proximity has not been such a factor in use of our service as it has been shown to be in other types of public libraries, for example. The type of equal access to information regardless of distance which planners of library networks have addressed during the 70's is a goal for all of us. But the active presence of readers in libraries is a yeasty one for all concerned, and earnestly to be desired. It will change the readers, it will change the libraries, and it will change the type of librarians who will want to work there.

Even at the subregional level - city, county, or multicounty libraries serving 200 or more blind and physically handicapped readers - mail order service has often been the norm. One such library, the Talking Books Department of the San Francisco Public Library, has recently opened a reading room of its own in an old branch library. Since November 175 of the library's

850 regular patrons have visited the library. Through tours given public and school librarians to this thriving concern, so much demand for children's service has been created that the library is considering hiring a part-time children's librarian. Nothing, it seems, is such effective advertising as visible good service.

About half of the states now have subregionals. Illinois has one in every county library system. Any blind or physically handicapped reader in the state who wishes and is able to do so may go to a library not too far away to select books actively and in person and to enjoy whatever other services and activities may appeal to him. Specialized service to the handicapped at the subregional level is desirable, but service will never be what it could be without the full participation of all local libraries.

It is not surprising how often readers in the NLS program request such things as language-learning or ready-reference information from regionals or even directly from NLS in Washington which they could obtain best and fastest from an organization a few blocks or a telephone call away: the local public library. They do not think of these libraries as theirs.

The demands of an increasingly militant handicapped population will do much to change this. So will the regulations implementing Section 504 as they are lived out in the courts. So will policy decisions at the National Library Service for the Blind and Physically Handicapped. So will you.

At graduation, every library science student in the United States - not just those going into public service - should know the basics of what service NLS provides, who is eligible to receive it, and how to go about certifying eligibility. It's as basic as knowing about interlibrary loan, and in fact it's the same thing. If courses are planned in the knowledge that the whole world is not hearing, able-bodied, and sighted, then maybe libraries will stop looking as if it were.

LIBRARY SERVICE TO THE HANDICAPPED AND INSTITUTIONALIZED: A HISTORICAL SUMMARY

by
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The following historical overview of services to the physically handicapped and to the institutionalized, provided by American libraries is an update of an article which appeared in Library Trends in October, 1971. The scope of this article will include services to the blind and visually handicapped, the hearing impaired, the physically handicapped, the hospitalized and to people in correctional institutions, both adult and juvenile. Services to the well aged, living independently or semi-independently in the community and services to the developmentally disabled will not be discussed, although both groups may require specialized delivery of library services and materials in non-print form. In so far as possible, effort will be made to bring the record up to 1978.

Within the last few years, the library profession, like most others, has discovered a new level of social conscience. Individually and institutionally we have begun to rethink the concept of "equal access" to which we have long given lip service, and to realize that there is more to access than being there in the same buildings, manned by the same staff, delivering the same services in the same ways.

We are taking seriously the principle of accountability to our users, actual and potential. We are growing to understand that an often marginal impact on somewhere between 10 and 25 percent of the total community is just not enough. Among the vast, untapped clientele of the public library to which we are now paying more attention are the handicapped and institutionalized, people who cannot use our traditional library services, either because they are literally locked up in mental hospitals and prisons, or because they are just as actually locked into their own immediate environments by physical disabilities.

An example of our new sensitivity is in the 1977 *Mission Statement for Public Libraries*,[1] which identifies as one of 4 major social conditions to which libraries must respond, "total eqalitarianism--the *right* of every individual to determine his/her own destiny and the *obligation* of every individual to contribute to social decisions--regardless of race, education, language, religion, ethnic and cultural background, and *mental or physical health*." (Final italics added) Access, according to this *Mission Statement*, is defined as "innovative, imaginative delivery techniques which overcome geographic, educational, physical and psychological barriers...."

Although stereotypes are dangerous, we know that many of this segment of the library's public are people who are disadvantaged by any definition one cares to use. They are frequently poor--so drastically poor that their possessions are limited to what will remain unstolen in the drawer of a bedside table, so poor that their world is encompassed by the dimensions of one hospital bed, the length and width of a grave, one small prison cell or the four walls of one room. They are often less educated than our traditional middle class patrons, forced by their situations to a narrower range of experience and hope. Many cannot use our conventional printed materials because of physical, mental or emotional impairment. We know too little about this silent minority, but experience has shown that when the library does reach out to them, they respond with eagerness.

It is difficult to compartmentilize the [illegible]apped and institutionalized into those who are blind or visually limited, those who are hearing impaired, those who suffer the impairments of extreme old age, although many federal programs ask us to do so. Over half of the blind and visually handicapped, for example, are aged, as indeed are many (but not all) shut-ins. Patients shut in at home are not very different from those confined in large or small nursing or convalescent homes, although serving the former may be a little more expensive for the library. Hospital service requires much the same skill and organization, whether the hospital is a mental hospital, a geriatric facility or a general hospital. It must be understood, therefore, that the following discussion of library services to the physically handicapped categorized by type of institution and handicap is necessarily artificial.

Hospital Service

Service to hospitalized patients has a long history. In the second century A.D. a library for patients at Pergamum was reported. In the thirteenth century, at the Al Mansur Hospital in Cairo, the Koran was read to the patients as an aid to recovery. In 1796 in York, the Quaker Hospital for the Mentally Ill established a library for patients, and, as early as 1821, Massachusetts General Hospital provided for its patients a library of "amusing and interesting books."[2]

The first organized program of home delivery to shut-ins (by horse and buggy) was reported by the public library in Springfield, Massachusetts in 1901.[3] In the United States, as in England, service to hospital patients achieved a higher level of professional competence during and after World War I with the establishment of libraries for the troops and later for hospitalized veterans. For many years thereafter, the largest number of professionally staffed libraries for patients, in the United States, was located in veterans' hospitals.[4]

Within their professional organizations, librarians have evidenced interest in

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service to inmates of hospitals and institutions for almost forty years. As early as 1932, the International Federation of Library Associations (IFLA) established a committee on hospitals, which in a later reorganization became a subsection of the Public Libraries Section. This group has written and endorsed a statement of international standards for hospital libraries intended as a guide for those countries which have not articulated their own standards. The document calls upon librarians working in hospitals to form professional organizations within the library associations of each country, in order to keep the entire profession informed of the need for improved service to staff and patients and to press for action.

In 1956, the Association of Hospital and Institution Libraries (AHIL) was formed within the American Library Association with a membership, largely of librarians working in private, state and federal hospitals, and public and state librarians who administered service to patients in hospitals and institutions. From 1956 until 1960, the association produced the Hospital and Institution Book Guide, which was then superceded by the more general Hospital and Institutions Quarterly, now renamed the HRLSD Journal, published twice a year.

In 1974 AHIL (a type-of-library division of the American Library Association) was re-conceived as a type-of-activity division and renamed the Hosptial and Rehabilitation Library Services Division (HRLSD). This reorganization recognized that library services to people "needing library services of a unique nature because of visual, physical, health and/or behavioral problems" were the responsibility of many types of libraries. Included in the reconstituted division were units of ALA concerned with the blind and physically handicapped and the hearing impaired. Indicative of the range of HRLSD interest are committees which include a joint committee with the American Correctional Association on institution libraries, committees on bibliotherapy, health education, service to shut-ins, standards for libraries for the mentally retarded, for library service to the blind and physically handicapped, for patients, for the deaf. Sections of HRLSD have been organized on library service to the blind and physically handicapped, library service to the impaired elderly, and library service to prisoners. In 1978, a merger was completed between HRLSD and the Association of State Library Agencies (ASLA). This new pattern grew out of financial problems of the two relatively small divisions and the fact that since 1966, state library agencies were assuming an increasing leadership role in service to these special groups.

Other national library associations with concern for services to the handicapped and institutionalized are the Medical Library Association, the library section of the American Hospital Association and the health sciences unit of the Catholic Library Association. Most state library associations also include a division or section for hospital, institution and/or medical librarians. The United Hospital Fund in New York City is a unique organization of city health care personnel which includes in its activities the encouragement of better library service.

What has all this organizational activity accomplished in concrete service to the handicapped, to shut-ins, to patients in hospitals, or to inmates of correctional institutions?

In the first place, standards have been articulated. The most recent edition of the Standards for Library Services in Health Care Institutions, approved by the American Library Association, Medical and Special Library Associations, includes in its broad scope "hospitals and other institutions established for the diagnosis and treatment of both long-term and short-term patients, research centers, nursing homes, day care centers, outpatient clinics, convalescent homes,

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rehabilitation centers and home care programs."[5] Considering patients' libraries as well as staff libraries as a part of overall patient care, the standards recommend an integrated hospital library program under the direction of one library administrator aided by two advisory committees, one for the health science library and the other for the patients' library. The patients' library committee should include members "capable of evaluating the library's role in patient therapy as well as those expert in public library services."[6] Liaison is stressed with the local public library as well as with the state library.

The objectives of the patients' library, according to the standards, are to provide "education, diversion or therapy, singly or in combination, and as appropriate for the individual patient" through selectively developed materials and programs.[7] Among the services recommended to meet this objective are book cart service for the non-ambulatory, readers' advisory and reference services with referrals to the public library and other community agencies, group activities such as discussion groups, storytelling, and literacy instruction, the "active participation in and encouragement of library programs related to the educational, therapeutic, and rehabilitation services of the institution,"[8] and the development of deposit collections in clinics, waiting rooms, dayrooms, etc. The standards recommend that libraries for patients should be multi-media, containing audiovisual as well as printed materials.

Affirming that one of the purposes of the library is to support the treatment program, the standards state that "every opportunity should be taken to coordinate reading for an individual patient with the goals set for him/her by treatment."

A committee of HRLSD, appointed in 1977-78, is now considering the formulation of new standards for library service for patients.

Despite the standards, most state hospitals have provided almost no service to patients and most hospitals in cities and towns depend upon the public library for such service as is available. In fact, Barbara Johnson, librarian of Harper Hospital in Detroit, takes the position that the primary responsibility for service to hospital patients rests with the local public library.[9]

The degree to which the health care standards for patients' library service are met in hospitals throughout the United States has not been documented, but it would be safe to assume that quality service is the exception rather than the rule, whether the service is provided by the hospitals themselves or by public libraries.

It has been estimated that most public libraries in the United States offer some measure of service to patients in their community hospitals and custodial institutions, and that about one-third of them attempt some service to people shut in at home.[10]

Typical of the best of public library service to the institutionalized and shut-in is that offered by the Cleveland Public Library, begun in 1941 with an endowment from the Judd Fund of the Cleveland Foundation. The service grew out of an earlier Works Projects Administration (WPA) program which had operated through the branche of the Cleveland Public Library and has in recent years also received federal support under the Older Americans Act. Each person, whether in an institution or shut-in at home, is visited once or twice a month, usually by a librarian. Lifetime case records are maintained on the reading interests of each patient, and although the service does maintain its own special collection of several thousand volumes, all the resources of the Cleveland Public Library are drawn upon. The Cleveland Public Library now serves most of the hospitals and institutions and homebound persons in the city. The Cleveland service reflects the humane intelligence and professional competence of its former director, Clara Lucioli, and has served as a model for similar services in public libraries as close as Detroit and as far away as Malmo, Sweden.

A few city libraries are receiving federal aid either through the Library Services and Construction Act (LSCA) Title I or through the Older Americans Act for service to patients in hospitals and at home. The Los Angles Public Library was funded in 1965 by a grant under LSCA Title I to experiment with the most effective way to serve patients shut in at home or in institutions. The library tested deposit service in institutions, individual visits to homebound patients, the use of community aides, a Vista worker and volunteers as well as librarians. In general, the Los Angeles Public Library found a greater demand for the service than had been anticipated, and that the ratio of staff to patron must be significantly higher than in ordinary "walk-in" library service.[11]

Among 30 public and state library projects funded under LSCA and identified as "worth knowing about" by the U. S. Office of Education[12] in 1976, 10 or one-third were targeted at the aged, the physically and mentally handicapped, the deaf, and drug abusers.

Service to the Handicapped

State responsibility for library service to the handicapped and institutionalized received great impetus with the enactment of Titles IV A and B of LSCA in 1966. This legislation provided matching funds to be administered by the state library agencies for library service to state institutions (IV A) and to the blind and physically handicapped (IV B). Both titles required that funds by expended according to a long-range plan, reached with the help of a representative advisory committee. Although appropriations never reached anything close to the authorized amount which would be required to initiate quality service, significant beginnings were made. Later in this article the contribution of Title IV B to service to the blind and visually handicapped will be discussed.

Because of Title IV A, every state library, at the very least, has now appointed a consultant responsible for fostering library service to what must be the most neglected group of people in the world--the residents of state institutions. Every state has adopted a set of goals for improved service and has begun, slowly, to work toward them. Most states have used their limited funds to deposit collections of books (commonly paperbacks and/or reference materials) in all or most of the mental and correctional institutions in the state and to conduct inservice training for non-professional or inmate help in the libraries. Consultants have worked with administrators of state institutions to persuade them to improve facilities, to allocate funds for new books and periodicals, and to hire professional staff. In a few states, such as Michigan and Ohio, these efforts have borne fruit in the form of professional positions being established for the first time. Although beginnings must be made, many of these efforts seem "too little and too late." Frequently they overlook the fact that books alone, no matter how well chosen, do not constitute library service.

In at least two states, Louisiana and New York, federal funds were concentrated on pilot programs to create an example of quality library service and of what it can accomplish.[13] In Louisiana, a model library at the State Penitentiary was established with the allocation of $24,000 by the State Library and $24,000 by the Department of Institutions. Five thousand new books were purchased the first year. A librarian from the State Library was loaned for two years with the understanding

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that the position would be supported from then on by the Department of Institutions. After the two-year establishment period, the State Library then turned its energy (and federal support) to another state institution.

In New York, with a grant of $20,000 in LSCA Title IV A funds, the Kings Park State Hospital, a mental hospital with 7,500 patients, developed a model library, and then conducted a carefully structured demonstration on what good library service can do for the psycho-social development of culturally deprived and emotionally disturbed children. The results were noticeable, and during the second part of the eight-month demonstration period, similar experiments were conducted with adults. A full range of library services such as reading guidance, film programs, discussion groups and field trips were offered to adult patients. The project proved so successful that it was incorporated into the regular hospital program (and budget). Additional professional staff were hired to continue working with child and adult patients and to initiate similar services for adolescents in the hospital.

The extension of the Library Services and Construction Act, enacted in December of 1970 consolidated Title IV A and B into the general "Library Services" title, with the provision that not less may be expended for service to the blind and physically handicapped and to state institutions than had been expended under Title IV.

The state of Illinois has developed a comprehensive plan for institutional library service which vests responsibility with the state, and provides for quality service through contractual arrangements with 10 public library systems, negotiated by the State Library.[14]

Washington State adopted a similar pattern of contractual arrangements with public libraries, but within the last few months has shifted policy, and now provides direct service to state institutions by state library personnel.

In October 1970 the Regents of the University of the State of New York led the rest of the nation in a landmark policy statement on "Library Service for Residents of Health, Welfare, and Correctional Institutions," affirming that:

> it is just as essential for residents of the health, welfare, and correctional institutions of the state to have convenient access to a wide range of print and nonprint media as it is for the general public. [And that] Government has a responsibility...to help these less fortunate people become useful citizens.... The Regents... recommend the establishment of a cooperative library system to provide supportive services, directly and by contract, to the libraries in institutions, those maintained by New York State as well as those operated by local government and other agencies, such cooperative library systems to be eligible for state aid under a legislative formula. In addition the State should explore the possible advantages of contracting with public library systems and school systems for service to residents of some of the institutions.[15]

Unfortunately, the fiscal problems of New York, exacerbated by inflation, have prevented the implementation of what might have become a model for the nation.

Service to the Blind and Visually Handicapped

In 1966 Quincy Mumford, Librarian of Congress, testified that there were approximately 2 million Americans prevented by handicaps from using conventional printed materials. Of these, 400,000 were blind, 600,000 partially sighted, 4,700 without the use of their arms, 8,000 without fingers and toes, 1,600 in iron lungs and other respiratory devices, and as many as 750,000 with neurological disabilities. Four out of ten of these handicapped persons were under twenty and of these, only one-fourth were receiving special education. One out of ten handicapped persons was over sixty-five. Mumford estimated that only 25 percent of these 2 million handicapped persons presently receive library services.[16]

Although no knowledgeable person would consider that library services to the blind and visually handicapped are perfect, or excellent, or even adequate, nevertheless service to this group is one of the most highly developed and most highly rationalized among all special services for the handicapped.

Service to the blind has long roots. In Japan, in the ninth century, a system of touch reading was in use. In the early nineteenth century, Louis Braille in France and William Moon in England developed their systems of embossed letters, to be "read" with the fingers, which continue in use today. In the last decade of the nineteenth century, national libraries for the blind were established in Great Britain, France and the Scandinavian countries.

A braille library for university students which in 1969 reported over 380,000 volumes and two branches, opened in London in 1868. In 1901 a braille music lending library was founded in Britain.

In 1919, the South African Library for the Blind was founded as a "replica in miniature of the National Library for the Blind in Britain." Providing material in braille and moon, as well as on records and tape cassettes, this library serves blind readers in the Republic of South Africa, Southwest Africa, Rhodesia, Swaziland, Zambia and Nigeria, and is interesting because it includes books in Bantu as well as in English and Afrikaans.[17] It now cooperates with the Library of Congress Division for the Blind and Physically Handicapped.

In the United States, concern for the reading needs of the blind came even earlier than in Europe and Africa. In 1858, the American Printing House for the Blind was chartered to provide at cost, embossed books to meet the demand for materials from schools and institutes. In 1879, Congress appropriated the first funds to this agency. The Boston Public Library has the distinction of being the first public library to initiate service to the blind in 1868. In 1897, a reading room for the blind was opened at the Library of Congress, and in 1904, Congress passed the provision for free mailing of books to and from blind readers in all parts of the U.S.

In 1931, the Pratt-Smoot Act initiated the American system of regional libraries for the blind by authorizing the Library of Congress to provide books for the use of adult blind residents of the United States, including the several states, territories, insular possessions and the District of Columbia. Over the years amendments and modifications have been made to this legislation to enable services to children as well as to adults and to provide materials in various forms--braille, tape, records, etc. The most recent liberalization occurred in 1966 when Congress extended access to resources for the blind to all persons whose physical handicaps prevent their use of conventional printed materials.

The Division for the Blind and Physically Handicapped at the Library of Congress designates libraries throughout the United States to serve as distributing agencies for its materials. Assisted by the American Foundation for the Blind and the American Printing House for the Blind (which now concentrates on producing educational materials, rather than general literature), the Library of Congress assumes responsibility for selecting materials, producing them in a variety of forms (braille, talking books and tape), and supplying them, along with necessary machines and bibliographical aids such as bi-monthly reviews of new books in braille and records. The Library of Congress also assumes responsibility for stimulating and conducting research on library service to the visually handicapped, and for leadership and coordination of the total program.

Libraries in all 50 states, usually located in state library agencies or in large public libraries provide the staff, space and other facilities to make available to local citizens the materials provided by the Library of Congress. Some states such as Ohio, Michigan and California have more than one regional library within their borders.

In 1966 another important legislative milestone was reached with the addition of Title IV B to the Library Services and Construction Act. Administered by the U. S. Office of Education rather than by the Library of Congress, this legislation provided funds to the states for the improvement of library services to the blind and physically handicapped. Funds needed to be matched by state or local expenditures, and had to be spent according to a state plan reached with the help of a representative advisory council.

Since the Pratt-Smoot law was liberalized, and Title IV B provided federal funds to the states, many additional regional libraries have opened and services offered in most states have become better planned and more professionally conducted. At least one librarian in each state has assumed responsibility for the library needs of the blind and physically handicapped, and in many states staffing at the regional libraries has been significantly improved. Contacts have been made with hospitals, residential homes, schools and other institutions for the handicapped.[18]

During the 70's, many regional libraries have fostered the development of sub-regional branches located in local public libraries, an effort to provide in-person, professional reader guidance and information services, and to facilitate closer liaison between local libraries, the regional libraries and the Library of Congress.

In order to inform eligible readers about services available to them, many regional libraries have published newsletters and brochures addressed to the blind and handicapped. The Delaware State Library produced a thirty-minute film, "That All May Read," to be shown throughout the state.[19] Arizona outfitted a "talking bookmobile" with materials for the handicapped, and demonstrated with it throughout the state. Needham (Massachusetts) Public Library published (in 18 point print) a brochure on service to the handicapped which was mailed to 3,000 residents sixty years of age and older, and to all physicians, optometrists, clergymen and shut-ins in the community.

The New York Public Library produced spot announcements addressed to blind readers on tape, and played them over local radio stations.[20] In Minnesota on a state talking book radio network, the morning newspaper, current magazines, short stories and children's books are read from 7:00 a.m. until midnight.[21]

Many states like Ohio and California have conducted state-wide surveys[22] of library service to the blind and visually handicapped, leading to a plan for improvement. The objectives and scope of these studies are well expressed in the Ohio contract with Kent State University: (a) to establish the number and location of handicapped in the state, (b) to survey the library needs of the handicapped and the library services presently being offered, and (c) to make recommendations for the improved organization of services to the handicapped throughout the state.[23] In 1968, Nelson Associates conducted an evaluation of the services of the Division for the Blind and Physically Handicapped.

Many states have also expended LSCA funds to acquire materials not presently available through the Library of Congress, chiefly books on tape on subjects of local interest, and large print books. In Michigan, a machined index was produced and distributed of all textbooks and other instructional materials in braille owned by local school districts. Kansas developed a file in braille with information on more than 200 aids and appliances for the blind. The Regional Library for the Blind and Physically Handicapped in New Mexico, opened in 1967 as a unit of the state library, has produced a unique collection of taped books in Spanish and in Indian dialects.[24]

Large print books were first published in England in 1964 with the Ulverscroft Series. Since then at least twenty-three publishers have produced some 2,000 large print titles, perhaps the most outstanding of them the Keith Jennison series by Franklin Watts.[25] Two interesting studies on large print have been reported within the last five years, one in London by the British Library Association,[26] and the other by the New York Public Library.[27] The object of the British study was to collect reliable facts about printing, layout and design to help publishers produce more legible books. Cards printed in different types were test-read by 288 partially sighted adults and forty-eight children who were categorized by the type of their eye defect. The study revealed that there is significant difference in the degree of accommodation which the young reader, in comparison with the adult, can make to small print, that increasing size of print is helpful only up to a certain point, that weighting of type is secondary, and that the motivation and interest of the reader are important factors. The overall conclusion of the study was that improved typography could offer as much as a 35 percent improvement in reading skill.

Estimating that 4 million Americans, one-half of them children, have low vision and could profit from large print books, the branches of the New York Public Library undertook to test the value of a central collection of large print materials (whether users would come to a center or whether they preferred service through interloan, from their local library), and to discover who the potential users of large print materials are in New York, and what their reading interests are. By means of questionnaires and records of all circulation over a period of many months, the study revealed that the handicapped in the city find it difficult to come to a center, that much borrowing was done for them by friends, but that increasing numbers of the handicapped were motivated to visit the center to make personal selections.

In 1961, the first standards for library services to the blind were approved by the ALA Round Table on Library Services to the Blind.[28] This statement articulated a basic philosophy for service to this group, and was based upon a benchmark, Survey of Library Service for the Blind, conducted by Francis St. John in 1956.[29]

In July 1966, the American Library Association adopted the Standards for Library Services for the Blind and Visually Handicapped.[30] The standards were proposed by a committee of outstanding librarians headed by Ralph Shaw, then dean of Library Activities, University of Hawaii and Lowell Martin, then editorial director of Grolier. The library standards are a part of a broader report[31] issued by the Commission on Standards and Accreditation of Services for the Blind (COMSTAC), an autonomous agency, established by the initiative of the American Foundation for the Blind. The adoption of library standards may be considered a milestone on the route to quality library service for the blind and physically handicapped.

The standards affirm that the blind need and are entitled to the satisfaction that reading can bring and to the same full range of library and information services as sighted people, plus whatever additional services are necessary to compensate for the handicapping effects of blindness. The standards endorse the present system of regional libraries and cooperation with the Library of Congress. Recognizing that the real difficulty in providing the highly specialized materials necessary for the visually handicapped is the relatively low density of the blind population, the document emphasizes that providing library materials for the blind and physically handicapped will cost at least five to seven times more than regular library service, or an expenditure of at least $25 per blind person in the service area, and that this cost must be shared between local, state and federal governments. The standards affirm that bibliographic devices comparable to those available to sighted readers must be developed and widely distributed, as well as communication and duplication devices. Although the use of volunteers for transcribing and supplementary services to blind readers is recognized as a long-established and viable practice, the standards stipulate that volunteers should be used to supplement not substitute for professional staff.

Minimum quantitative standards are proposed for size of collection, staff, bibliographical access, facilities and equipment, and specific responsibilities are assigned to the Division for the Blind and Physically Handicapped at the Library of Congress, to the state or regional libraries and to the local public and school libraries.

As early as 1973, the ALA Round Table on Library Services to the Blind called for new standards which would reflect the 1966 legislation opening the "Books for the Blind" resources and services to all physically handicapped persons unable to use conventional printed material. In 1977, HRLSD appointed a committee to draft new standards. At the annual ALA Conference in June, 1978, this committee presented its report--New Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped - A Preliminary Draft.[32] The committee recognized that the scope of the proposed standards, limited to the services of the Library of Congress, Division for the Blind and Physically Handicapped Regional Library Network, was too narrow, and that there is an urgent need to formulate related standards for library services offered to this group by state, public, school, academic, hospital and institutional libraries. The decision, however, was to begin with standards for the most well established service and hope that subsequent committees would find the first document a spring board for more comprehensive standards.

The preliminary standards recognize not only a large new readership made up of all physically handicapped persons, but also the possibilities opened by many recent technological inventions, and a trend toward decentralization of services from regional libraries towards local community libraries. Unlike many recent standards documents which confine themselves to qualitative statements, the preliminary draft continues to propose minimum quantitative standards which reflect the current practice of the best regional and sub-regional libraries in the U.S. This information was gathered by the committee in a 1977 servey on budget, staff and collections of regional and sub-regional libraries.[33]

While no one could contend that all blind and physically handicapped persons have available to them the full range of services recommended by the 1966 standards, not to mention the 1978 draft, nevertheless, the thinking behind them has been accepted by the library profession as a whole, and is the basis for library planning in most, if not all states.

What is in the future for blind and visually handicapped readers? "New hope,"[34] says Charles Galozzi, former chief of the Division for the Blind and Physically Handicapped; and also increased and fruitful interrelationships between the Library of Congress, the Bureau of Libraries and Educational Technology of the U. S. Office of Education, state and other regional libraries, and local libraries and organizations. The future may also hold new technological devices, such as compressed speech to speed the "reading" of students and research workers, scanning devices to translate print into sonic symbols,[35] certainly more convenient and compact forms for "talking books," tape cassettes, and a wider range of materials. Needed are additional study on the reading interests and needs of the blind and physically handicapped, technological research, and more librarians especially prepared to work with this group.

Services to the hearing-impaired has grown rapidly during the last 10 years, as evidenced by the fact that between 1967 and 1973, a total of 9 articles were indexed in Library Literature. Between 1974 and 1977, 38 articles appeared, among them a 100 page research paper on library service to the hearing-impaired, prepared at the University of Missouri.[36]

Leadership in promoting library services to the deaf has come from the library of Gallaudet College, the only accredited liberal arts college for the deaf in the world. In 1974, the Gallaudet College Library sponsored a 3 day workshop for public librarians in the Washington, D.C. area, aimed at raising the librarian's awareness of the problems of the deaf and ways to better serve them.[37] In the spring of 1978, the Michigan Library Association sponsored a workshop with similar objectives and content. Gallaudet Library has also pioneered the use of tele-typwriters, hooked to standard telephone lines, as a visual communications tool for the deaf.

Among public libraries, the District of Columbia Public Library has led the way, under the leadership of Alice Hagemeyer, a deaf staff member. In 1975, under a federal grant, the Martin Luther King Jr. (main) Library initiated a program to enable the 3,000 deaf people in the Washington, D.C. area, about 1/4 of whom had teletype equipment to receive information over the telephone from the library. As the staff observed, in reporting on the project, the system was "complex in technology, but relatively simple in its use."[38] A similar program is being conducted by the Akron-Summit County (Ohio) Public Library.[39]

In addition to reports on information services to the deaf facilitated by telephone/teletypwriter equipment, there are articles in the literature about the creative use of sign language including deaf children in storytelling projects.

The Columbus, Indiana Public Library, for example, developed a "told and signed" story hour, aired over a local public television channel.[40]

Under the chairmanship of Lethene Parks, of the Pierce County (Washington) Public Library, a committee of HRLSD is now at work on standards for the deaf.

Prison Service

Although service to hospital patients, to the aged, and to other shut-ins is far from adequate in most communities, service to prisoners until very recently has been disgraceful and desperate.

After a 1959 survey of correctional institution libraries which documented that most of them were little more than collections of recreational reading of doubtful value, the American Library Association and the American Correctional Association collaborated on a statement of "Objectives and Standards for Libraries in Correctional Institutions"[41] first published in 1962. It was hoped that these minimum standards would form the basis for state-mandated standards, would encourage interagency cooperation, and would provide a broad minimum base for correctional library programs. The standards were revised in 1966.[42] Currently, a 1978 draft of standards has been approved by ALA, but not yet by the American Correctional Association.

The basic purpose of the correctional library, according to the 1966 standards, is to "contribute to the development of individuals [prisoners] and their restoration, as creative members of society, to the community." To achieve this objective, "libraries in a correctional situation have a clear responsibility to support, broaden and strengthen the institution's total rehabilitation program."[43]

In order to implement the institution's mission of education, vocational training and rehabilitation, the standards define the library's role as follows: (1) to provide vocational information; (2) to enlarge social and reading backgrounds; (3) to develop reading as a satisfying leisure-time activity, a therapeutic release from strain, and a positive aid in substituting new interests for undesirable attitudes; and (4) to prepare the individual, through his own efforts, for release and post-prison life.[44] The standards detail the responsibility of the library to provide information services to the institution staff as well as the inmates. They stress the importance of a "cooperative working relationship"[45] between the library and other divisions of the institution as well as with other libraries in the community.

The standards assert that the principles contained in the Library Bill of Rights should determine the book selection policy of correctional libraries, and that they should provide standard library materials such as are found in any strong school or community library. Since most inmate populations include a high percentage of functional illiterates, materials for adult beginning readers should be stressed in the collection.

The library should be "organized and administered by a professional librarian, trained and experienced both in librarianship and correctional work," with adequate supportive staff. In quantitative, as well as qualitative terms, the standards spell out minimum size of collection, budget, staffing, facilities, equipment and access. The document concludes with a directory of state library agencies with which correction authorities should cooperate in providing library service to the state's prisoners.

A bench mark study conducted by Marjorie La Donne, Institutional Specialist at the California State Library, and published in 1974,[46] analyzed the strengths and weaknesses of library programs for adult and juvenile offenders in 10 sample states. This study documented that library objectives were out of touch with new trends in correctional thinking. Librarians tended to focus on the period of confinement, emphasizing enriching intellectual experience, self directed education, recreational and escape reading, rather than on the information needs of persons leaving the institution; whereas corrections objectives focus on re-entry rather than rehabilitation. The draft standards recognize this shift in corrections objectives.

Other changes in the proposed standards are an increased emphasis on closer cooperative ties with other libraries--local public libraries and state-wide networks, and more concern for the correctional library's obligation to provide legal information services, as mandated by Supreme Court decision in the case of Gilmore V. Lynch in 1970. In the Gilmore case, the Supreme Court affirmed the decision of a federal court in California, that prisoners have a constitutional right to an adequate law library.

Out of the Gilmore case, as well as several further decisions of the Supreme Court have come a proliferation of standards touching on legal library service in prisons and jails. Among these are the 1973 National Advisory Commission on Criminal Justice Standards and Goals, which provides that an appropriate law library be established and maintained at each facility with a design capacity for 100 or more, and details what the contents of such a library should be.[47]

The American Correctional Association's Guidelines for Legal Reference Service published in 1975, also offers specific recommendations on the materials, staffing, physical facilities, and hours open for correctional law libraries.[48]

In 1975 the American Correctional Association and the American Library Association published Library Standards for Juvenile Correctional Institutions.[49] Guidelines for library Service Programs to Jails were promulgated by the Association of Hospital and Institution Libraries in 1974.[50]

Since their adoption, the various standards for correctional libraries are being used by most states as a yardstick to document the woeful condition of their libraries and as the basis for plans made jointly by the state libraries and correction departments for library improvement.

Although the awareness of librarians about the need for improved services to inmates of jails and prisons has been raised, and although there are undoubtedly pockets of improvement since the first ALA survey in 1959, the library profession still has far to go before we achieve an acceptable level of service.

The La Donne study, cited earlier, documented that in 1974, correctional library services were still generally poor, that services are not appropriate to meet the particular needs of the population being served and that library services would be improved by closer cooperation with outside libraries.[51]

In summary, it can be said that great progress has been made within the last ten years in service to the handicapped and to the institutionalized, both in our professional understanding of what is necessary, as reflected in the various statements of standards, and in legislation at the federal level. Whether this progress will continue and develop into quality library service to all the handicapped and institutionalized depends now on a continued flow of funds--local, state and federal--on a steady commitment by state and public libraries, and on a supply of librarians prepared to offer these special services. We shall need more continuing education such as has been offered in the USOE institutes held at the Universities of Wisconsin, Michigan and Wayne State, and such as the inservice training offered to public librarians by the state libraries of Ohio and New Jersey. We shall also need more emphasis on this special service in the basic curricula of library schools.

The institute currently being held for library educators at Florida State should make a real contribution to pre-service education. Courses being offered on hospital and institution librarianship at Minnesota, Washington and Wayne State are another hopeful sign.

If we in the library profession really believe that the weak, the handicapped, the ill, and the imprisoned have a right to free access to the human record, the progress made in the last 20 years, will not only contine, but accelerate.

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CURRENT RESEARCH ON LIBRARY SERVICE TO THE HANDICAPPED

by Lawrence Papier

As a preliminary to determining the state of the art in this area, and promising sources of funding, a search was conducted of ERIC for material produced during the past 10 years. The search included a variety of descriptors in order to insure that all relevant citations were retrieved.

The idea was to get an overview of research that had been performed on library service to the handicapped. Also, the report should give an idea of the extent of support and identify sponsors and supporters for this research.

The ERIC search yielded 109 citations, mostly on general library service to the handicapped. Of these (adopting a most generous definition) only fourteen could be called research. Eight were state sponsored, probably using Library Services and Construction Act (LSCA) funds and were mostly surveys in support of planning. Three, which were in support of institutional planning, were sponsored by the Library of Congress' Division for the Blind and Physically Handicapped, now the Library of Congress National Library Service to the Blind and Physically Handicapped (NLS). Two citations represented projects sponsored by defunct organizations within the U.S. Office of Education (U.S.O.E.), and one was University sponsored or was the result of Ph.D. work.

It seemed clear, then, that federally funded research is virtually non-existent and that State sponsored research in minimal.

I was a bit shocked and scandalized by this and so to confirm it I began calling around town. I talked to the responsible persons at the Library of Congress, the Director of Research at the U.S.O.E. Bureau of the Handicapped, and others, -- and even the Council of Library Resources, which, of course, is non-federal.

While in general this opinion was confirmed, it was found that the Division for the Blind and Physically Handicapped was sponsoring a large amount of very significant in-house and contract work representing experiments and projects on the subject. Topics include equipment, software, and system development as well as equipment modification and program support. A brief description of these will appear as "A Special Report: Projects and Experiments" in the fall of 1978.

These projects are, however, related to the direct work of the Division of the Blind and Physically Handicapped and do not represent general research for library service to the handicapped. This would be, for example, improvement of libraries or services within institutions "external" to the L.C. system, or improvement in training of librarians serving the handicapped. Such projects normally originate in the form of research proposals from the community.

In the past, then, both actual research and research funding have been minimal. Why is this?

Governmental funds for research have been generally allocated in one of two ways. The agency administering the funds may direct that a particular research project be undertaken. In this case the research, scheduling, products, even methods are specified by the agency and are most often done for the purposes of the agency in support of their specific programs. This usually results in a contract between the funder and contractor selected. The second case is where the research is done for public purposes outside of particular programs. The idea for such research originates with individuals and agencies outside of the government. Method of performance and results are pretty much under control of the originator. The instrument used is usually a grant.

The program with which I have been associated for the past ten years, Title IIB, Library Research and Demonstration Program, provides grant funds for general constituency-based library research although a few contracts have been awarded. Any organization that is not for profit wishing to do research on library service to the handicapped may submit its proposal and compete for funds. Under our program, proposals dealing with library service to groups such as the handicapped receive special consideration. This fact appears in our widely distributed program announcement. Therefore, a proposal submitted in this area would have a better than average chance of being funded.

During the past twelve years we have received approximately 2,000 proposals. Of these we have been able to provide support for 294, for a total expenditure of $22,500,000. Prior to July 1977 we have supported only two handicapped projects. In addition there were a few where the topic was a small part of a larger study.

Of course we have been concerned about this situation. The reason for it appears to be a result of lack of interest on the part of researchers in submitting proposals. Of the 2,000 proposals received, less than 25 dealt with the handicapped. This situation could conceivably result from regular use of alternative funding sources, but as we have seen this is probably not the case. Another possibility is that library service to the handicapped is so satisfactory that research and new methods and services are not needed. This is probably not the case either.

The first project funded, back in 1972, was with the Rhode Island Department of State Library Services on service to elderly persons who are mentally ill and institutionalized. It resulted in services offering a variety of activities and choices to appeal to individual differences among elderly patients.

The second project was funded in September 1977 and has not yet been completed. It deals with a program to teach School Library Media Specialists to meet needs of handicapped children. The objectives of the project are: (1) To develop guides for the support and maintenance of elementary School Library Media Specialists. (2) To test prototype guides with selected school districts. (3) To evaluate the training workshops based upon the guides.

The situation improved considerably this year possibly because of generally increased interest in the needs of the handicapped. In the current fiscal year three of the seventeen funded projects deal with service to the handicapped.

The largest of them is with Portland State University and is on "Educational Media for Handicapped Students in Regular K-12 Schools." It is funded at $70,000 and is designed to: (1) Research the unique media-related needs of handicapped students. (2) Translate these needs into a set of operational models and procedures which can be utilized by school personnel to revise their school's media centers/libraries, and related programs, services, materials, facilities, and equipment in response to the needs of handicapped students. (3) Design and develop district-level and building-level assessment guides appropriate for use of school district personnel who are engaged in modifying existing library and/or media systems and services. As a result of the project, school district personnel will have available to them a variety of operational models and strategies for increasing the usability of the library and/or media center. Benefits to handicapped children will be to have more extensive media services as part of their educational program, to be placed in the least restrictive educational environment, and, as they use the school's media services, to relate to peers who are not handicapped.

The smallest project is with the Northern Virginia Training Center for the Mentally Retarded. It is funded at $17,000 and is a demonstration project of model library programs for institutionalized mentally retarded and multiply handicapped persons. It is scheduled to begin October 1, 1978.

Last, but not least, is our support for Dr. Jahoda's project here at Florida State University. It will begin on November 1 and is "A Survey of the State of Public Library Services to the Blind and Physically Handicapped." While specific areas of concentration have not yet been completely defined, the study will determine what services, resources, and facilities are now available in public libraries on a national basis to the blind and physically handicapped. The objectives of the study are to identify needed improvements in library service and collect information that may serve as input for a national plan for library service to this segment of our population. To accomplish these objectives, all State libraries and a national sample of public libraries serving a population of over 25,000 will be surveyed by questionnaire and a sample of blind or physically handicapped users will be interviewed by telephone. Results of the study will be available to the White House Conference on Libraries and disseminated through the library literature.

The foregoing is intended to be indicative of the situation and does not pretend to be comprehensive. There are probably several additional efforts. For example, a colleague recently called to my attention a National Institute of Education-supported project sponsored by the University of Kentucky and the Archdiocese of San Francisco. This project will utilize satellite tele-communications to focus on parent community training for exceptional children. Also, there are those projects that will certainly impact on libraries and the way libraries do business. This would be the case with the evaluation and demonstration programs sponsored by the U.S.O.E.

Bureau of the Handicapped on such equipment as the Kurzweil reading machine.

And yet the situation is clear that despite some recent improvement, research on library service to the handicapped is largely unsystematic, episodic, and not well supported and represented by limited initiatives.

STANDARDS FOR LIBRARY SERVICE TO THE HANDICAPPED *

By Donald John Weber

While isolated librarian interest in serving the print-handicapped is documentable back to the first half of the 19th Century, provision of quality public school and academic library service to the blind and physically handicapped has only recently become a priority goal of the library profession. I have chosen to introduce my presentation with this statement because I feel it offers an explanation for the evolutionary development of library service for the handicapped in this country, and it makes more understandable the past and current problems in the development of standards for library service to the handicapped.

The provision of reading materials for the handicapped, until the early 1930's was, for the most part, delegated by our profession to fraternal, religious, or "community chest" type organizations. Important exceptions to this statement can be cited, but the fact remains that when Congress promulgated into law the Pratt-Smoot Act (1931), and authorized the Librarian of Congress to arrange with other libraries "to serve as local or regional centers for the circulation of books", there were in existence few libraries suitable for this designation.

In 1956, twenty-five years after the passage of the Pratt-Smoot Act, only twenty-seven Regional Libraries for the Blind existed in this country. While collectively the

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*The opinions expressed in this article are the author's own. Points of view or opinions stated therefore, do not necessarily represent official position or policy of the State of Florida, Division of Blind Services, Department of Education, Library of Congress, National Library Service for the Blind and Physically Handicapped, American Library Association, Specialized and Cooperative Library Agencies, Library Services for the Blind and Physically Handicapped Section or Committee to Review Standards for the Blind and Physically Handicapped (Ad Hoc) of the American Library Association's Association of Specialized and Cooperative Library Agencies.

ibrary of Congress and these 27 Regional Libraries were this country's national library network for the blind, this network was, in reality, not a library network but a publishing (Library of Congress) and a mail order (Regional Libraries) service. It was, however, the foundation for the national library network for the blind and physically handicapped as we know it today: a confederation of libraries working with the Library of Congress to afford library service to the print handicapped.

In 1957, the American Foundation for the Blind published Francis R. St. John's Survey of Library Service for the Blind, 1956[1] which is generally regarded as the benchmark publication in librarianship for the handicapped: it not only summarized the "state of the art" as it existed in 1956, but also contained a number of recommendations for future development of library service to the blind, including one which reads "there is a demonstrated need for a set of basic standards for library service for the blind."[2]

Mr. St. John's recommendation for the development of basic standards for library service for the blind was minimumly met in 1961 when Standards for Regional Libraries for the Blind[3] were developed and distributed as a cooperative venture of the Library of Congress' Division for the Blind and the American Library Association's Round Table on Library Service to the Blind. This five-page mimeographed publication was"..a modest statement of minimal goals at a time when the stimulation of cooperation was of prime importance."[4] In addition, the concerns and emphasis found in these 1961 standards document the primitive state of library service for the handicapped at that time:

> "Unless the regional librarian is trained and qualified, service will be of low efficiency, and expensive resources will be wasted."[5]
>
> "A regional librarian must demonstrate a variety of personal traits and abilities...if he is to lift his services above the level of mediocrity."[6]
>
> "A regional librarian...must report to and accept a measure of direction from the Division for the Blind of the Library of Congress."[7]

On a more positive note, however, the 1961 standards set "forth the basic philosophy of the service which concerns us today"[8], i.e.,

> "A regional library for the blind is essentially a public library for the legally blind persons residing in the geographical area it serves. It should also be a source of basic information for

> all persons living in that area on the subjects of blindness and services available to blind persons."[9]

During the 1960's library service for the blind and physically handicapped came of age under the dynamic leadership of Robert S. Bray, Chief, Division for the Blind and Physically Handicapped, the Library of Congress.

In regards to library standards, it is significant that in 1963, the American Association of State Libraries integrated into its standards the following:

> "Resources available within or near each state shall include a full range of reading materials for the blind and visually handicapped."[10]

and that in 1956, the American Library Associations'Public Libraries Division expanded application of its standards with the statement:

> "It is to be expressly understood that each standard in this document applies to all ages and groups, and that a standard is not achieved if its provisions are met for one part of the population but not for another."[11]

In 1966 the Commission on Standards and Accreditation of Services for the Blind published The COMSTAC Report: Standards for Strengthened Services,[12] which included detailed standards for libraries serving the blind and visually handicapped. On July 14, 1966, these standards were adopted with minute revision by the American Library Association's Library Administration Division and, in 1967, were published as an official American Library Association standards document under the title Standards for Library Services for the Blind and Physically Handicapped.[13]

When the COMSTAC library standards were promulgated, Eric Moon wrote that these standards "if [they find] sufficient support at all levels, can do much to remove another group from the ranks of the 'underprivileged' library users."[14] The COMSTAC standards never did receive the "sufficient support" hoped for by Mr. Moon, but were, in the opinion of this writer, a significant asset in the development of a number of regional library programs--especially regional library programs administratively connected to commissions, agencies and/or schools for the blind.

When the COMSTAC library standards were published, it was stated that these standards were "minimum requirements and that, to be effective, they should be restudied and revised at least every five years."[15] It is my belief that these standards were universally applied at each library serving the handicapped when the COMSTAC library standards were released and that when these standards' quantitative elements were applied, most libraries found them deficient since their standards were so idealistic that their application was unpractible. In 1972, after the national library network had five years of experience in using these standards, no effort was made by the National Accreditation Council to revise these standards.

Ms. Katherine Prescott, retired Regional Librarian of the Cleveland Regional Library and chair of the current American Library Association Committee which is writing new standards for network libraries serving the blind and physically handicapped, detailed this situation from a different viewpoint:

> "In [1966, the same year ALA adopted the COMSTAC library standards], the U.S. Congress passed the mementous Public Law 89-522, which extended the Library of Congress 'Books for the Blind' program to physically handicapped persons unable to use conventional print... [which] introduced important factors for change, a new readership with a doubling of potential users, and dramatically accelerated growth which in turn generated a trend toward decentralization in service and administration. The climate in which the service operates [had] also changed greatly since 1966, with the rising expectations of users and their increasing determination to participate as full equals in shaping the structure of [library] services to meet their requirements."[16]

In the early 1970's the National Federation of the Blind found itself in conflict with the National Accreditation Council (NAC)--formerly the Commission on Standards and Accreditation of Services for the Blind. As a result, during this period, not only the COMSTAC library standards but the Library of Congress and its network of libraries serving the handicapped found itself in conflict with this important consumer organization. This conflict extended to the American Library Association since it was then formally associated with the National Accreditation Council.

Because of this conflict the "the ALA Round Table on Library Service to the Blind passed a resolution [in 1973, which called] for new standards that would recognize and be responsive to [the blind and physically handicapped library situation]."[17] The official minutes of the Board of Directors, Health and Rehabilitative Library Services

Division (HRLSD) meeting held in 1975 (San Francisco, 2nd Session, July 1, 1975) details this controversy further:

> "...a resolution recommending that ALA withdraw its membership from NAC will be presented for discussion. It is the feeling of at least some members of the section that NAC as an accrediting agency for blind rehabilitation agencies is not the best agency to develop standards for library service to blind and physically handicapped persons. It is further the feeling that NAC is involved in a power struggle with the National Federation of the Blind and that it is inappropriate for ALA, HRLSD and the Regional Libraries for the Blind and Physically Handicapped to become involved in this controversy."[18]

As regards to the COMSTAC Library Standards and the American Library Association's affiliate membership in the National Accreditation Council, resolutions on these subjects were prepared and approved by the American Library Association during its 1976 Midwinter Convention [Appendix I, Resolution on ALA Standards for Library Service for the Blind and Visually Handicapped; Appendix II, Resolution on ALA Affiliation with National Accreditation Council for Agencies Serving the Blind and Visually Handicapped].

The COMSTAC Library Standards, the National Accreditation Council controversy with the National Federation of the Blind, and this controversy's spillage over into the national program for the blind and physically handicapped and into the American Library Association's deliberations, are still too recent for objective evaluation, especially by this writer.

In 1976 the national library network of libraries serving the handicapped again found itself without standards. Library of Congress, Division for the Blind and Physically Handicapped provided an interim document "Guidelines for Regional Libraries."[19] In addition, it began negotiations with the American Library Association to expidite the writing and adoption of new standards for network libraries serving the blind and physically handicapped. As a result of these negotiations, the American Library Association and the Library of Congress entered into a formal contract on September 28, 1977, which provided the American Library Association fiscal support for the development of new standards for network libraries serving the blind and physically handicapped, "specifically [standards which] cover services at the national, multi-state, regional, subregional and machine agency levels." (Appendix III).[20] On this subject Ms. Katherine Prescott commented:

> "The imperatives are that standards are needed not only for the LC/DBPH Network, but that they must be formalized for libary services which are provided by state libraries, public libraries, elementary and secondary school libraries, academic libraries, or by libraries in institutions such as hospitals, nursing homes, correctional facilities, etc. Yet there is also the conflicting imperative to formulate and publish standards for the well established services as quickly as possible".[21]

The contract to formulate standards for library services to the blind and physically handicapped entered into by the American Library Association and the Library of Congress also emphasized this mutual concern:

> "[Section] V. FUTURE OBJECTIVES SPECIFICALLY NOT COVERED BY THIS CONTRACT:
>
> To formulate the standards for library services to the blind and physically handicapped which are provided by state, public, school, (elementary and secondary), academic (postsecondary), and institutional (hospitals, nursing homes, correctional facilities, etc.) libraries. Also included shall be standards for organizations and agencies which are developing and maintaining print collections about visual and physical handicaps".[22]
>
> ...
>
> "[Section] IV. PUBLICATION OF THE STANDARDS:
>
> The standards for services to the blind and physically handicapped shall be published as a total body after their official adoption by the American Library Association. Prior to their publication as they are formulated for each type of library serving the blind and physically handicapped."[23]

When the American Library Association-Library of Congress contract was officially sealed, the American Library Association's Health and Rehabilitative Division (now the Association of Specialized and Cooperative Library Agencies, ASCLA) had appointed a committee of eight individuals to draft the first phase of new proposed standards--standards of service for the Library of Congress network of libraries for the blind and physically handicapped. Each committee member was assigned a section to write and, prior to the publishing of the March 1978 Preliminary Draft of Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped,[24] the committee met as a group in October 1977 (Cleveland) and in January 1978 (Chicago).

During March 1978 print, braille and recorded editions of the March 1978 Preliminary Draft...was forwarded for criticism to all regional, subregional and machine lending agencies in the Library of Congress Network of Libraries for the Blind and Physically Handicapped, consumer organizations of and for the blind and physically handicapped, and to the Presidents and Executive Secretaries of all American Library Association Divisions.

At the 1978 Annual Convention of the American Library Association (Chicago), a public program and forum on the March 1978 Preliminary Draft...was held (June 24, 1978).[25] Almost 225 consumers and librarians participated at this public forum including official representatives of the American Council of the Blind, the National Federation of the Blind, and the Illinois Council of Organizations of the Physically Handicapped. While most participants were enthusiastic as to the progress made in writing new standards, hard positive criticism of the draft standards was communicated and received by the committee which formulated the March 1978 Preliminary Draft of Standards for the Library of Congress Network of Libraries for the Blind and Physically Handicapped.

During the last week of September 1978, the Standards Committee will meet in Chicago and revise the March 1978 Preliminary Draft... and incorporate into the final draft pertinent criticism received from consumers, librarians, and other individuals. This positive criticism has been, happily, extensive and is reflected in the introductory paragraph of a memorandum (July 10, 1978) from Ms. Katherine Prescott, to the Committee:

> "My enthusiasm for the excellent feedback at the June 24 meeting is tempered by the realization that we have to consider some drastic restruction of the Standards. This will mean a lot of work for everyone, since we must all look at the preliminary draft in a new light and give it our best thought. There are also specific items to add, change or rewrite...."

It is expected that final committee revision of these draft standards will be compiled and distributed to the membership of ASCLA's Library Services for the Blind and Physically Handicapped Section (LSBPHS) accompanied by a mail vote requesting LSBPHS membership approval or disapproval of this draft. If LSBPHS' membership disapproves this final standards revision, LSBPHS' Chair will request the President of ASCLA to formally dissolve, with appreciation, the current Committee to Review Standards for Blind and Physically Handicapped, Ad Hoc, and immediately appoint a new committee. If

LSBPHS' membership approves this final standards revision, LSBPHS' Chair will first request that ASCLA Standards Review Committee and the ASCLA Executive Board approve and recommend formal American Library Association approval and publication of this standards revision; second, to request that ASCLA prioritize the formulation of standards "for [other] library services to the blind and physically handicapped which are provided by state, public,school (elementary and secondary), academic (postsecondary), and institutional (hospitals, nursing homes, correctional facilities, etc.), libraries... organizations and agencies which are developing and maintaining print collections about visual and physical handicaps."[26]

When I began this paper I made the statement that until only recently, the library profession has concerned itself with the development of high quality public, school, and academic library service to the blind and physically handicapped; providing for the most part, less than significant assistance to professionals and agencies working for the handicapped.

Library service for the print-handicapped in this country, as we know it today, is not attributable to major efforts by the library profession but is a result of political efforts by the blind themselves, agencies, the organized professionals working with the blind, and a small number of concerned librarians. While this situation has changed in the last few years, it is a regrettable suspicion that our profession's current priority interest in serving the handicapped was not stimulated by the need, but is a result of the availability of new federal money (Library Services and Construction Act, amended to provide federal appropriations for establishing and improving library services to the print-handicapped, Public Law 89-511, Title IV-B, July 19, 1966) and, perhaps, of fear of non-compliance with Section 504 of the Rehabilitation Act of 1973. When future library historians research the development of library service to the print-handicapped in this country, they will not find much substantive material on this subject in Library Literature citations to this date, but will find a goldmine of library-related citations back to the turn of this century in publications such as The New Outlook for the Blind. Furthermore, it is significant that it was the American Foundation for the

Blind, not the American Library Association, which subsidized the research and publication of the St. John Survey of Library Services for the Blind, 1956; that the first blind library standards (1961) were, in reality, an American Library Association endorsement of a Library of Congress, Division for the Blind administrative document; that the second library standards for the blind (1967) were again not formulated by the American Library Association but were developed by the Commission on Standards and Accreditation of Service for the Blind.

The March 1978 Preliminary Draft standards might well be a new bench mark in library service for the print-handicapped, since their drafting is a result of the American Library Association's concern and iniative to develop a series of standards which should assist public, school and academic librarians in developing programs which will mirror a fundamental philosophy that:

> "the needs of the blind and handicapped reader are no different from those of other citizens. Differences may exist in the kinds of media and in the methods used for dissemination, but the range of subjects covered and the uses to which the material is put are the same."[27]

At the June 1978 American Library Association Public Forum held on these standards, Ms. Katherine Prescott made the following statement:

> "Librarians and users want the same end product: prompt, efficient, intelligent and gracious service, but they do start at different ends of the tunnel. The librarians are concerned for logistics and the users for the results.. the [March 1978 Preliminary Draft...] committee is trying to aim at a meeting of the minds in the middle."[28]

These draft standards, since they only concern themselves with the Library of Congress network of libraries serving the blind and physically handicapped are, admittingly, restrictive; since the existing Library of Congress network serving the print-handicapped currently finds itself without any formal standards, and since there currently exists a very wide plurality in this network's level of service around the country, the March 1978 Preliminary Draft...standards had to be developed as diagnostic/bench mark standards. These concerns should be rectified in the next few months when the American Library Association appoints additional committees to develop public, school, and academic standards of library service for the print-handicapped; when a minimum standard for Library of Congress network libraries serving the blind and physically handicapped is formalized.

Once these concerns are met, work can begin on the development of projective/proscriptive standards for libraries affording quality library service to the blind and physically handicapped. It is my personal hope that these future projective revisions of library standards will be drafted by a committee composed of librarians and users working in conjunction with organizations of and for the blind and physically handicapped.

Donald John Weber is Director, Florida Regional Library for the Blind and Physically Handicapped (State of Florida, Division of Blind Services, Department of Education); Director, Library of Congress' Multistate Center for the South; Chair, American Library Association's Library Services for the Blind and Physically Handicapped Section; Member of the Committee to Review Standards for the Blind and Physically Handicapped (Ad Hoc) of the American Library Association's Association of Specialized and Cooperative Library Agencies.

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APPENDIX I

RESOLUTION ON ALA STANDARDS FOR LIBRARY SERVICE FOR THE BLIND AND VISUALLY HANDICAPPED

WHEREAS, the present Standards for Library Services for the Blind and Visually Handicapped, which were formulated by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped and adopted by ALA in 1966, are not relevant to library services as being provided today, and

WHEREAS, said standards emphasize centralized services, while the trend is toward decentralization and provision of local library service to all handicapped individuals, and

WHEREAS, said standards are too limited in scope, applying only to library service for the blind and visually impaired, totally excluding service to over eighty per cent of the handicapped--those with physical disabilities, and

WHEREAS, continued utilization and reliance upon the 1966 standards is a disservice to the library community,

THEREFORE BE IT RESOLVED that the Standards for Library Services for the Blind and Visually Handicapped, adopted by the Library Administration Division of ALA on July 14, 1966, be declared obsolete, and that continued distribution of said standards by ALA be discontinued.

Submitted to ALA Council, Midwinter 1976,
Document #1, by the Health and
Rehabilitative Services Libary Division,
Library Services to the Blind and
Physically Handicapped Section.

Approved by LSBPH, July 1, 1975

APPENDIX II

RESOLUTION ON ALA AFFILIATION WITH NATIONAL ACCREDITATION COUNCIL FOR AGENCIES SERVING THE BLIND AND VISUALLY HANDICAPPED

WHEREAS, the primary concern of the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped is the accreditation of rehabilitative and social service programs for the blind and visually impaired, and

WHEREAS, the current 1966 standards for library service are designed for special service agencies for the blind and are outdated and inapplicable to public libraries in general, and

WHEREAS, NAC regularly issues publicity indicating that ALA is an affiliate and supporter of NAC, and

WHEREAS, the American Library Association believes that all handicapped persons are entitled to integrated library service at all levels (state, regional, local),

THEREFORE BE IT RESOLVED that the American Library Association disassociate itself from the National Accreditation Council and formulate standards of library service for all handicapped persons and that the National Accreditation Council be informed of this action by the appropriate ALA official.

Exhibit (unnumbered), to the
Health and Rehabilitative Services
Library Division, by the Library
Services to the Blind and Physically
Handicapped Section.

Approved by LSBPH, July 1, 1975.

APPENDIX III

A CONTRACT TO FORMULATE THE STANDARDS
FOR
LIBRARY SERVICES TO THE BLIND AND PHYSICALLY HANDICAPPED

Submitted to:

Library of Congress
Division for the Blind and Physically Handicapped

Submitted by:

American Library Association
Health & Rehabilitative Library Services Division
Blind and Physically Handicapped Section
50 East Huron Street
Chicago, Illinois 60611

Approved by: //s// //09/28/77//
Frank Kurt Cylke Date
Chief, Division for the Blind
and Physically Handicapped
Library of Congress

//s// //09/28/77//
Robert Wedgeworth Date
Executive Director
American Library Association

I. TITLE OF CONTRACT: FORMULATION OF THE STANDARDS FOR LIBRARY SERVICES TO THE BLIND AND PHYSICALLY HANDICAPPED

II. DEFINITION:

For the purposes of this contract, the blind and physically handicapped are defined as being those who qualify for the library services administered by the Library of Congress, Division for the Blind and Physically Handicapped, under Public Law 89-522.

III. LONG-RANGE GOAL:

To formulate the standards for library services to the blind and physically handicapped.

The standards shall take into account administration, staffing, resource development, services and activities (including reference, information and referral, reader services, interlibrary loan, circulation, technical, utilization of volunteers, and communications), public relations, (including advisory and consumer groups), and physical facilities (including accessibility, space, and equipment requirements).

IV. OBJECTIVE OF THIS CONTRACT:

To formulate the standards for library services to the blind and physically handicapped which are provided through the network administered by the Library of Congress, Division for the Blind and Physically Handicapped, under Public Law 89-522.

Specifically the standards shall cover services at the national, multistate, regional, subregional, and machine agency levels.

V. FUTURE OBJECTIVES SPECIFICALLY NOT COVERED BY THIS CONTRACT:

To formulate the standards for libary services to the blind and physically handicapped which are provided by state, public, shcool, (elementary and secondary), academic (postsecondary), and institutional (hospitals, nursing homes, correctional facilities, etc.) libraries.

Also included shall be standards for organizations and agencies which are developing and maintaining print collections about visual physical handicaps.

VI. NEEDS ASSESSMENT:

Standards developed previously for the blind and/or visually handicapped are out of date and not applicable to those currently being served.

VII. DELIVERY SYSTEM:

A committee made up of members of the American Library Association's Health and Rehabilitative Library Service Division, Blind and Physically Handicapped Section, shall formulate the standards. The committee members shall meet during the Annual and Midwinter Conferences of the American Library Association and at additional times deemed necessary by the committee and the Project Administrator.

During Phase I of the contract, the committee shall prepare a draft version of the standards.

During Phase II of the contract a draft version of the standards shall be reviewed by representatives of various consumers groups, the Library of Congress and its network, and organizations and agencies which serve the blind and physically handicapped, and units of the American Library Association. A mechanism for enabling this review shall be organized. The draft version shall be made available for review to national organizations and through them to their local affiliates. Individuals and independent local organizations may obtain copies from their regional libraries. The print copy shall be circulated from the American Library Association, Health and Rehabilitative Libraries Division, and possibly a sound sheet edition will be distributed through the network administered by the Division for the Blind and Physically Handicapped, Library of Congress.

An announcement of this plan shall be made in representative national publications of the American Library Association, American Association of Workers for the Blind and Association for the Education of the Visually Handicapped, and in TALKING BOOK TOPICS AND BRAILLE BOOK REVIEW. In this way consumers, and representatives and members of consumer, volunteer and professional organizations can participate.

There shall be three public meetings for discussion of the standards in 1978; at the American Library Association's Midwinter and Annual Conferences and at the National Conference of Librarians for the Blind & Physically Handicapped.

Based on the input from the various groups, organizations and agencies, the committee shall prepare their final draft and submit it for approval to the Executive Boards of the Blind and Physically Handicapped Section, and subsequently that of the Health and Rehabilitative Library Services Division.

III. ADOPTION OF THE STANDARDS BY THE AMERICAN LIBRARY ASSOCIATION:

Submission of the standards to the American Library Association for their official adoption will be after the standards are formulated for the various types of libraries serving the blind and physically handicapped, i.e., the network administered by the Library of Congress, Division for the Blind and Physically Handicapped, and state, public, school, academic and institutional libraries plus print collections about visual and physical handicaps.

IX. PUBLICATION OF THE STANDARDS:

The standards for services to the blind and physically handicapped shall be published as a total body after their official adoption by the American Library Association. Prior to their publication as a total body, the standards shall be printed and made available as they are formulated for each type of library serving the blind and physically handicapped.

X. TIME FRAME OF CONTRACT:

The objectives of this contract shall be completed within two years of the date it is signed by representatives of the Library of Congress and the American Library Association. Specifically, that means that two years from the date the contract becomes a legal document, the standards for the network which is administered by the Library of Congress, Division for the Blind and Physically Handicapped, shall be approved by the Executive Boards of the Blind and Physically Handicapped Section and the Health and Rehabilitative Library Services Division.

....

FROM IMAGINED FIGMENT TO REAL PERSON:
THE EMPLOYMENT OF LIBRARIANS WHO ARE HANDICAPPED

by Kieth C. Wright

> It must be stressed that for a majority of employers, as for a majority of our people, a handicapped person is something they do not know first hand, but is an imaginary entity which cliche, rumor and stereotype have labeled with some name or other, but whose truth is hardly dependent upon the actual facts. When the popular mind thinks of handicapped people, it thinks of a mere figment which they suppose to be true.
>
> Richard T. Sale. Economic Concerns; Summary and Issues on Employment of and the Handicapped. Washington, D.C.: White House Conference on Handicapped Individuals, 1975.

This Institute focuses on including information about handicapped individuals in the core curriculum of library schools. It is our hope that better information about handicapped individuals and their information needs will mean future librarians and information scientists can provide better services, have more realistic attitudes and develop new programs and services in cooperation with handicapped individuals and organized groups of handicapped persons.

The purpose of this paper is to explore the possibility that a most effective method of library education concerning handicapped individuals is an exposure to handicapped individuals as peers: peers in the classroom when we are students, peers in the library or information center when we are working, and peers in our faculties and in our national professional associations when we are leaders and teachers. In a recent book[1] the author has explored some of the "myths" or "figments" which so often prevent us from seeing real individuals when we read about or meet handicapped individuals.[2] These myths may be summarized:

(1) Handicapped people will be (or should be) grateful for our help.

(2) Handicapped people are all essentially childlike and good if they have the right attitude toward their disability.

(3) Handicapped people are exceptionally empathetic with the situations of other "different" people.

(4) Working with handicapped persons will be a wonderful experience.

(5) I understand the handicapped individual so well, even though I'm not handicapped, that I may speak on his behalf and advise him on what to do.

Numerous reports of research indicate such myths and stereotyping are common, even among trained professional persons in rehabilitation, psychotherapy, and medicine. Goldstein[3] cites evidence that counselors' expectations play a significant role in the psychotherapeutic process. Kagen[4] noted that the counselors' perception of the client included the tendency to stereotype members of a subculture in terms of model characters of that subculture so that once you know what "x" group is like, you can no longer see individuals from that group. Chester[5] states:

> Individuals who express ethnocentrism toward racial groups, are also likely to express such attitudes toward religious groups, toward minority groups, and toward social class division...ethnocentrism is expressed to out groups in general...

Siller[6] has explored personality factors in attitudes toward various physical disabilities. He found the amount of actual contact significant. Yuker[7] has dev loped a 6 point Likert-type scale containing 30 statements about physically disabled people. This Attitude Toward Disabled Persons (ATDP) test can be administered in about 15 minutes. Yuker and associates have found that in tests of over 15,000 persons there are low, but positive correlations between attitudes toward physically disabled persons and other "different" groups such as the aged, the mentally ill, and ethnic groups.

Stereotyping does exist. "Normal" people have the tendency to regard their "normalness" with the same ethnocentrism as the racist or sexist. Employers and educators have utilized such "normalist" views to insist:

* We do _not_ discriminate against anyone on the basis of handicap, but our jobs _require_ normal functioning in _all_ areas.

* Handicapped people will impose burdens on the rest of the staff which are not justified.

* Job restructuring is very difficult, if not impossible.

* Let such persons work in facilities and programs for the handicapped.

As Zerface[9] points out such attitudes (usually based on no first-hand experience) mean that many qualified handicapped individuals will _not_ be hired. Sixty percent of the more than eleven million handicapped individuals never succeed in finding permanent employment.[10] Many employed handicapped individuals are underemployed or forced to stay with dead-end jobs far below their ability levels.

Admittedly the handicapped individual is not alone in facing unemployment or gross underemployment. A major defect of American education and career training is that people are trained to do jobs that do not (or soon will not) exist. There is no national program or policy which relates manpower needs to curriculum planning and educational admissions. Repeatedly education is out of step with the job market for various groups in our society. The miracle of increased education as a means of advancement in the social order now seems to have been only a temporary mirage. Large numbers of highly educated, unemployed young people combined with a large number of non-trained, uneducated young people does not seem to bode well for society in the future. Handicapped, trained librarians have been facing this situation for some time.

Libraries have hired handicapped individuals.[12] Larry Volin of the President's Committee on the Employment of the Handicapped sent a survey on such employment to 5,000 public, college, university, junior college and regional libraries.[13] He received replies from 1696 (33.9%); 319 survey forms had to be discarded because of lack of information leaving 1377 usable surveys (27.5%). Six hundred fourteen libraries reported that they hired qualified handicapped applicants in some 130 different jobs. Twenty-six different categories of handicap were reported. A total of 851 full-time and 341 parttime handicapped workers were reported. Four hundred sixty-three also reported that no job or building modifications were necessary when handicapped individuals were hired. One hundred five libraries reported job modifications (re-assigning work tasks) as the minor modifications. Other minor modifications included amplification equipment for telephones, rearranging furniture to allow wheelchair access, schedule modification, relocation of shelves and other equipment, special parking places, and purchase of other special equipment.

The survey also reveals some negative factors. Several quotes will suffice:

> We have always had a spastic worker because her father is the banker here and stood behind the loan we had to come up with to get a new library building. It requires one extra person to be in the library at all times that would not be necessary if I had a physically able person...
>
> None of them (the handicapped employees) can really produce the volume and quality of work which we would expect from a non-handicapped employee...
>
> We are a small library and as such everyone has to be able to fill in at all jobs - even to being responsible for two weeks at a time. Physically handicapped would and could be considered, if any should apply...but not mentally handicapped.
>
> The difficulty in hiring handicapped personnel in the library world is that few if any are qualified for 90% of the work involved. We are a profession and as such must employ professional people.[14]

Many of these attitudes and stereotypes are now irrelevant to the real world of education and employment. The Rehabilitation Act of 1973 includes the "500 series" of regulations providing the possibility of an educational and employment equal opportunity for handicapped individuals.[15] The Civil Service Commission, (1900 E. Street, N.W., Washington, D.C.) has issued regulations for Section 501 which prohibit discrimination in federal employment and monitors Affirmative Action Plans in all federal agencies. The Architectural and Transportation Barrier Compliance Board (330 C St., S.W., Washington, D.C. 20201) has issued regulations for Section 502 which provide for the removal of barriers and the provision of access in federally funded construction and mass transit. The Department of Labor has issued regulations for Section 503 which prohibit discrimination in private employment. Those regulations include:

- Any employer with a contract of more than $2,500 with the federal government must take "affirmative action" to employ and promote the handicapped who are qualified.
- All employers with contracts larger than $50,000 and who employ more than 50 persons must have written, annually updated affirmative action programs for the handicapped.
- Any handicapped individual can file a complaint with the Department of Labor's Office of Federal Contract Compliance if he/she feels that an employer has failed to comply with affirmative action.

The Office of Civil Rights of the Department of Health, Education and Welfare has issued regulations for Section 504 which prohibits discrimination in education (and employment) by recipients of financial assistance.[16]

One essential aspect of the "500 series" should not be overlooked: the old response that no one is discriminating against handicapped individuals can no longer be justified. Laws do not prohibit actions that never happen; this Act acknowledges that discrimination does exist and proposes ways to eliminate that discrimination. There are perplexing aspects in the regulations which will require clarification. One major problem is the "reasonable accommodation" which is to be made for the disabled worker. How much money must be spent on special equipment, building modification, or additional workers? The employer must be able to prove that an accommodation will impose undue hardship on the program or operation of his organization. The size and type of operation are taken into account. For example a small town library with a staff of three will be treated differently than a large research/academic library with a staff of seventy-five.

We are clearly in a new legal situation; federal law now mandates "Equal Opportunity" and "Affirmative Action." Yet the purpose of this paper has not been to urge compliance with the law or with implementing regulations. Organized handicapped groups will provide that push. The laws will not necessarily change deeply ingrained stereotypes and may cause a defensive reaction which will be harmful to all concerned. We need to break out of our stereotypes so that we no longer have "in" and "out" groups in our profession. Blacks and women face similar prospects.

Some basic steps to be taken:

(1) We can identify new job fields and job descriptions which may include handicapped workers. With the coming of new technological innovations such as telecommunications, online reference services, COM catalogs, machines which convert print to audible sound, computers which understand voice or hand signal input, we can no longer say 90% of our jobs require full capacity of all senses. Many more jobs can be restructured than we have previously thought possible. Everytime we acquire new equipment or new formats of media we should think about the possibility of job redefinition and job opportunities for the handicapped. We seem to be moving into a "terminal oriented" library; the "normal" have no edge on understanding terminal communication, logic of real-time computing,

or search strategies for data bases. In many situations two micro terminals will allow communication between normal and speech handicapped persons. Present research with equipment for the physically disabled may make physically disabled persons stronger and more dexterous than our present staff. The author has seen an amputee remove a two inch ash from a cigarette with his artificial limb and place the ash unbroken in an ashtray. In another situation a new artificial limb was demonstrated which could collapse steel shelving. The "Five million dollar Librarian" may be coming.

(2) Once we have identified job possibilities, the library and information field will have to take affirmative action steps which include seeking out qualified handicapped employees, providing on-the-job training for advancement or new jobs, encouraging handicapped individuals to seek advanced degrees, and carefully analyzing our employment statistics to see that we are moving toward equitable employment for the handicapped.

(3) We should take political action to see that handicapped librarians are encouraged to take an active part in all aspects of our professional organizations and national gatherings. We need to assist people in running for ALA Council and for state association offices. When possible we should send handicapped staff members to represent our libraries in official meetings and other professional gatherings.

(4) In staff development and training efforts we can begin to eliminate stereotypes including the "superperson" image of handicapped people who are "never late", "never absent" etc. Involving handicapped individuals as participants and leaders can make the breaking of stereotypes much simpler.

(5) Since negative stereotypes are widely held in our society, we need to develop strategies which will create opportunities for our handicapped staff to work directly with library boards, library patrons and citizens' groups in our communities. The initial reactions to such suggestions or

policies are likely to be negative (witness reactions to women in construction work, or minorities in management). The overall social benefits seem to outweigh the consequences of such initial reactions.

(6) Above all, we should not plan, analyze, and restructure in isolation. Handicapped individuals and organized groups of handicapped individuals have experience and skill available nowhere else. We need to ask the handicapped to become active participants in the process of library and information service education and employment.

Among figments or myths the author has a persistent one:

> The President of the American Library Association today gave an outstanding service award to Ms. __________ who has served with distinction as State Librarian for ____ ________ following a successful career as library educator.
>
> During the ceremony, the president rolled his wheelchair to the front of the stage and faced Ms. ______ who "heard" his presentation by watching the hands of an interpreter and responded to the award and applause by speaking and signing her response.

Some myths are worth the struggle to make them a reality.

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12. See Zerface's article (footnote 9 above) for successful examples.

13. Volin, Larry. "Analysis of Library Employment Questionnaire" Washington, D.C.: The President's Committee on the Employment of the Handicapped, 197?. 7 p. available from Mr. Volin.

14. ibid. From a long list of negative comments.

15. Details of this legislation and related regulations may be found in Amicus 2:15 September 1977. "Section 504 and the New Civil Rights Mandates."

16. See Federal Register for May 4, 1977 for detailed discussion.

AUDIOVISUAL MATERIALS ON THE HANDICAPPED

SCOPE

The entries for the following audiovisual materials on the handicapped come primarily from the various NICEM indexes (particularly the one for 16mm films) and from Booklist. A few of the entries come from personal bibliographies and from announcements of fairly new material, such as that for the film People First. Most of the items, moreover, were found under the following NICEM subject headings: "Education--Special," "Guidance and Counseling--Blind and Deaf," and finally "Sociology--Geriatrics (Old Age)." The intent was to draw together audiovisual materials which, first, dealt directly with library services to the handicapped or elderly (there are a few such); second, materials which attempt to render the world from their point of view--for our own better understanding; and finally, materials which give insight into the genuine capabilities of these people.

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ACKNOWLEDGEMENT

This bibliography was conceived by Dr. Irving Lieberman and prepared originally under his direction by Bruce McMullan for the "USOE Workshop on Incorporation of Instructional Material on Library Service to the Blind and Physically handicapped into the Core Library School Curriculum," held at the School of Library Science, Florida State University, Tallahassee, Florida, August 27 - September 1, 1978.

ACCESS 16mm color sound 21 min. 1975

Shows the world as it would be seen through the eyes of a twelve-year-old retarded boy. Helps encourage understanding and improvement of attitudes about the mentally retarded.
LC No. 75-700412
Prod: NJARC Dist: NJARC Prodn: DBFDU

ACTIVE PEOPLE OVER SIXTY 16mm color sound 24 min. 1976

Victor Borge tells about the value of exercise for older people; he and others show some simple exercises and explain how best to use them.
Dist: National Association for Human Development, Washington D.C.

AGE RELATED VISION AND HEARING CHANGES 110 slides color 2x2 in. & Cassette with User's Manual. 1975

Discusses the physiological changes that come with aging and the resulting age-related vision and hearing changes. Presents a simulation of the vision and hearing change of a person in his/her late 70's as they might be experienced in typical daily activity.
Dist: University of Michigan, Ann Arbor, Institute of Gerontology

AGING 16mm color sound 20 min. with guide. 1974

"A well researched report on the psychological state of retired persons nearing the final stage of life"--Booklist
Dist: CRMP

AGING--Always An Agony sound filmstrip - audiotape color 160 frames 1973

Asks if aging in America and elsewhere must be accompanied by the suffering of so many old people. Points out that aging is part of a natural process and is not in itself an illness. Discusses the problems of the aging brought on by an attempt to deny acceptance of the fact that we all will grow old.
LC No. 73-736153
Prod. and Dist: LEAINF

ALTERNATIVE TO AGING, AN 2x2 slide with tape/script color 139 frames. 1973

Describes Nebraska's programs and concerns for improving local and state library programs with service for citizens 65 years of age and older. Explores a model program established at Imperial, Nebraska.
LC No. 74-732643
Prod. and Dist: UNEBR

AMERICA'S AGED--THE FORGOTTEN MANY filmstrip with cassette/
script color 68 frames 1975

Examines how and why elderly people in American society are segregated, neglected and even exploited. Focuses on social attitudes, health and many problems of the aged. Tells what old people have to offer society and describes their changing outlook.
LC No. 75-735208
Prod. and Dist: CAF

AND CROWN THY GOOD 16mm film color sound 35 min. 1956

Shows the activities of the Orchard School which serves the trainable mentally handicapped through the development of language awareness and social growth. Stresses team approach, counseling and language and music therapy.
LC No. FIA68-175
Prod. and Dist: OS Prodn: Zenith

AND WHEN YOU GROW OLD 16mm color sound 26 min. n.d.

Discusses the pleasures and problems of being old as viewed by the elderly themselves. Presents people sharing their feelings about growing old and their philosophies of life.
Prod. and Dist: AOTA

ANYBODY'S CHILD 16mm color sound 48 min. 1975

Defines the characteristics of dyslexia and shows work with high school age children who suffer from learning problems associated with dyslexia. Explores the history of work with learning disabilities and examines four approaches used in providing effective help in treating the malady which are the One-on-one Orton-Gillingham Method, the Slinger and Multi-Sensory Classroom, the Distar Program and the Corrective Reading Program.
LC No. 75-702220
Prod. and Dist: MOVPIC

ARE YOU LISTENING / OLDER PEOPLE Videotape 28 min. 1975

"An exceptional glimpse into the lives of several senior citizens, this tape captures their fairly divergent views on such subjects as the right to work (specifically the relationship between the absence of active work and the growth of senility), leisure time, extramarital affairs, right to an income, and self-help." --Booklist
Dist: STURTM

AS A BLIND PERSON   16mm film color sound 30 min. 1975

A profile of Bill Schmidt, a blind school teacher and principal of an elementary school in Temple City, California. This film illustrates how a blind person can work at a job many consider difficult for a sighted person. The film uses old footage and still photographs along with comments from his fellow workers and a family to build a different type of film biography.
Dist: AFB

AUDITORIALLY HANDICAPPED CHILD--THE DEAF   16mm b+w sound 29min. 1959

Discusses the problems of the deaf child. Defines deafness as the inability to hear speech. Shows the techniques used in teaching the deaf. Stresses the importance of meeting the needs of the deaf child, which are essentially the same as those of a hearing child.
Prod: NET   Dist: IU   Prodn: SYRCU

BECKY   16mm film color sound 15 min. 1967

Describes the way of life of the family of a retarded child and shows how the family copes with the problem of her retardation.
LC No. FIA67-525
Prod. and Dist: FINLYS

A BLIND TEACHER IN A PUBLIC SCHOOL   16mm film color sound 23 min. 1975

"David Ticchi's seventh-grade English students are very fortunate; not only do they learn about their language from a capable and concerned teacher, they also learn to take responsibility for their education--something most junior high youngsters are never challenged to do. Because Ticchi is blind he must rely on his students to maintain organization in his classroom. In return, he works closely with his pupils on an individual basis, and, according to his school's principal, Ticchi brings to his teaching an empathy for those youngsters who must struggle to learn."
--Booklist
Prod. and Dist: IFB

CHILDREN ARE NOT PROBLEMS, THEY ARE PEOPLE 16mm color sound
27 min. 1975

Examines an experimental program in early childhood education in which children of normal abilities are educated in the same classroom with mildly-to-severely-handicapped children. Shows teachers reflecting on their experiences in the classroom situation and evaluating the success of the program.
LC No. 75-701097
Prod: UKANS Dist: UKANMC

COLOR HER SUNSHINE 2 inch videotape B&W 22 min. n.d.

Paints an intimate portrait of Mary, a 22-year old mongoloid girl and her parents, giving insight into the problems they both face. Presents a sensitive study of the mongoloid child.
Prod: WCETTV Dist: PUBTEL

COMING HOME 16mm color sound 28 min. 1974

Contrasts the encouraging move which a teenage girl makes from a State institution to a residential home for the retarded, with attempts made by some of the neighbors of the home to have it removed from their street.
Prod. and Dist: STNFLD Prodn: WQED

COMMUNITY AND THE EXCEPTIONAL CHILD, THE 16mm B&W sound 29 min.
1959

Discusses the many agencies in the community which contribute to the growth and development of exceptional children. Reviews the many and varied types of exceptionality. Stresses the importance of special services for these children. Describes the future for the exceptional child.
Prod: NET Dist: IU Prodn: SYRCU

CO-TWIN STUDY--A DAY IN THE LIFE OF A BLIND CHILD AND HER SIGHTED
IDENTICAL TWIN 16mm B&W sound 60 min. 1968

Studies the potential ability and the differences in the lives of identical twin girls, one of whom is totally blind and mentally retarded, the other fully sighted and developing normally.
LC No. 79-707511
Prod: JGB Dist: NMAVF

THE CURB BETWEEN US   16mm color sound   1975

Terry Kolly shares his experiences as a disabled person. He presents his thoughts on how it feels to be disabled, the prejudices directed against anyone who is different, his personal problems and needs and how the able can help the disabled.
LC No. 75-701071
Prod.:GRDTSJ   Dist:BARR

A DAY IN THE LIFE OF BONNIE CONSOLO   16mm color sound 16 min. 1975

This film is a personal account of a woman who has a physical deformity which is not necessarily a handicap. Bonnie Consolo was born without arms, yet she leads a normal productive life as a wife and mother to two healthy children. Film shows her doing daily chores using her feet as hands; driving a car, writing a letter with a pen between her toes, cutting her child's hair, preparing meals, putting on makeup, aswering the phone.
DIST: BARR

DEAFNESS IN CHILDREN   1 7/8 IPS audio tape cassette 30 min. n.d.

Deals with the problems of the family and the deaf person within the family. Reveals that people often think a child is retarded when he is really only deaf. Shows that with help and understanding the child can lead a relatively normal life.
Prod. and Dist: CBCLS

DIMENSION OF LIFE   16mm film b+w sound 16 min. n.d.

Utilizes a contemporary documentary technique to portray the story of Braille, its development, present-day use and how it is giving those without sight a dimension of life that enables them to join the world of the sighted. Explains how the Braille typewriter, developed by IBM, is adding an entirely new dimension to the lives of the blind.
Prod: IBM   Dist: MTP

DON'T HAVE TIME TO DIE   3/4 videocassette color 30 min. 1973

"Depicts elderly persons delighted to be doing something useful, adding to their meager pensions or Social Security benefits, and not sitting at home looking at four walls."
--Booklist
Dist and Prod: NJPBA

ETERNAL CHILDREN 16mm film b+w sound 30 min. 1959

Appraises the problems of retarded children, and shows training methods being evolved in special schools and institutions. Examines the causes of retardation, such as heredity and brain injury.
Prod: NFBC Dist: IFB

EVERYTHING BUT HEAR 16mm film color sound 15 min. 1971

Features 20-year-old Susan Philips who, born deaf, demonstrates her ability to speak and to read the lips of others despite this handicap. Showing that she lives a full and normal life includes flashbacks of a 1955 documentary film which shows Susan's early training through which she developed these skills.
LC No. 78-713226
Prod: CSD Dist: BAY

EXCEPTIONAL CHILD 16mm film color sound 26 min. 1970

Explains new and encouraging methods of treatment and therapy that have been developed for the perceptually handicapped and brain damaged child. Discusses the fact that for many years children with minimal brain damage were grouped with the retarded and did not receive special training, but that through programs of exercise and counseling like the one at the Adams School in New York City these children can be helped.
LC No. 72-709555
Prod: WNBCTV Dist: FI

FAMILY AND COMMUNITY CONCERNS 2x2 slide with cassette color 62 frames 1976

Describes the mentally retarded child, his personality and learning problems and offers suggestions to family, helpers, teachers and others who deal with the mentally retarded. Discusses the nature and style of available programs for the mentally retarded.
LC No. 76-720354
Prod: MISC Dist: MISCF

A FAMILY OF FRIENDS 16mm color sound 25 min. 1975

This film is a documentary that looks into the lives of mentally retarded young adults living in a group home facility. Members of the group home, located in Arlington, VA, are viewed actively pursuing life in the Washington D.C. community. This film explores the relationship between house residents, their natural parents, resident house-managers, and neighbors. It is aimed at communities that will be receiving group homes in their neighborhoods, and for those in the mental health field who are in need of an introduction to group home concept. Other audiences are the parents of the handicapped, future group home-house-managers, and the general public. Awarded the 1975 CINE Golden Eagle for excellence in the social documentary category.
Dist:RICHPR

GET IT TOGETHER 16mm color sound 20 min. 1976

"Having been physically active before the accident that left him paralyzed from the waist down, Jeff Minnebraker determined to 'never say die.' This 1977 American Film Festival Blue Ribbon winner is a spirited contribution to programs on the handicapped." --Booklist.
Dist:PFP

THE GRADUATION 16mm color sound 17 min. n.d.

Narrated by Burt Lancaster, this film explores what happens to the retarded child as he grows up. It provides an overview of existing post school programs available to retarded adults in a community, dramatizes the paucity of these programs, and stresses the need for active community support of comprehensive vocational, recreational and social facilities for this group.
Dist:STNFLD

GRAVITY IS MY ENEMY 16mm color sound 26 min. 1977

Mark Hicks is an artist who is paralyzed from the neck down. He presents his view of himself, his life, and comments on the perceptions of others toward him in this personal narration.
Dist:CF

GREAT EXPECTATIONS 16mm color sound 29 min. 1967

Presents Bernard Posner, of the President's Committee on Employment of the Handicapped, telling how people treated him when he posed as a mentally retarded laundry worker. Shows a college student describing her experiences as a summer volunteer teaching retarded children.
LC No. 74-704781
Prod:USSRS Dist:USNAC

GROWING OLD WITH GRACE cassette tape 55 min. 1975

"In this radio interview moderated by Heywood Hale Broun, two recognized psychiatrists who work with the elderly--Dr. Leopold Bellak; auther of a cheery book *The Best Years of Your Life* (Atheneum, 1975), and Dr. Robert Butler, who wrote a more somber volume entitled *Why Survive--Being Old in America* (Harper, 1975)--discuss various aspects of aging."--*Booklist*
Dist:CINSOU

HELP WANTED audio tape 29 min. 1961

Presents a program relating various experiences in which concerned communities have addressed themselves to the problems of our handicapped and gifted children--what they have done shows us what can be done.
PROD:UTEX DIST:NTREP

HE'S NOT THE WALKING KIND 16mm color sound 28 min. 1973

"To be sure, the story of Brian V. Wilson, a spastic, has its moments of pathos when he is lifted in and out of buses and cars or as his father painfully adjusts Brian's legs so he can fulfill his ambition to drive a tractor. A documentary that is not a sweetly sad tone poem abut a rollicking, picaresque tale with Brian, a new kind of romantic anti-hero at the controls, manning his superpowered wheelchair."--*Booklist*
Dist:NFBC

THE HOME BOUND AGED 16mm B&W sound 30 min. 1970

Outlines the special problems of the old patient who is homebound. Discusses the principles involved in teaching health care to the old person and emphasizes the role of the nurse in planning and developing home care services for the aged.
LC No. 71-710008
Prod:VDONUR Dist:WTTWTV

HORIZONS FOR THE MENTALLY RETARDED 16mm color sound 20 min 1969

Presents the theory, practices and techniques used by the human resources center in providing evaluation, training and employment of the educable mentally retarded in competive industry.
LC No. 72-700690
Prod. and Dist: USDHEW

HOW WOULD YOU LIKE TO BE OLD sound filmstrip - audiotape
part 1 (97 frames) part 2 (107 frames) 1973

Documents the economic and psychological penalties our society imposes on the elderly. Illustrates the creativity and vigor which can mark later years and underscores the understanding often shared by aged people and the young.
LC No. 73-735922 Dist:GA

INTRODUCING THE MENTALLY RETARDED 16mm B&W sound 30 min. 1964

Provides orientation to general problems of mental retardation. Shows some of the characteristics of mental retardation and possible learning programs for retardates.
PROD and DIST:MDHSCD

THE INVISIBLE HANDICAP 16mm color sound 15 min. 1976

"One segment from the '60 Minutes' television series, this film introduces basic concepts about the learning disability of dyslexia that affects over two million American children by providing an enlightening narration that perceptively explores the film's candid scenes of dyslexic youngesters as they face their continual struggle to learn."--Booklist
Dist: CBS NEW

IT'S A HEARING WORLD 16mm B&W sound 18 min. 1969

Presents the deaf as a group of people who have been forced to live with limited access to man's major interpersonal communication medium, sound. Explores the beauty and sadness of their substitute ways of sharing their world through conversation, religion, play and theatre by the use of visual rather than auditory modes.
Prod. and Dist: UPENN

KEEP ON WALKING: MARTY MIM MACK, AN EXAMPLE OF HUMAN TRIUMPH
16mm color sound 5 min. 1974

This is a personal account of a young boy about 8-9 years old, who is a congenital amputee. He explains to his classmates how his artificial arms are manipulated. His explanation, and the scenes showing his overall adaptability foster positive attitudes toward the handicapped.
Dist: NFMD

LEO BEUERMAN 16mm color sound 13 min. n.d.

This film documents the life of Leo Beuerman, an unusual man physically handicapped since birth. Describes his ability to overcome diversity and his philosophy of life.
Dist:CENTED

LIBRARY FOR THE BLIND 16mm B&W sound 5 min. 1959

Describes the nature and activities of the New York State Library for the Blind. Explains that a joint effort of the state library and the library of Congress makes the talking books (records) available to the legally blind of upstate New York and Vermont. Describes the procedures for circulating and maintaining the collection. LC No. F168-636
Prod:NYU Dist:NYU Prodn:NYSL

LIBRARY SERVICE TO THE SPECIAL PATRON (4 parts, audio cassette n.d

Describes library services to correctional institutes and to the deaf, elderly, children and young people with special needs and handicapped young adults.
Dist:DEVIG

LIKE OTHER PEOPLE 16mm color sound 37 min. 1973

Shows and discusses the feelings and attitudes of a group of physically handicapped people in an English institution for the handicapped. Emphasizes the fact that physically handicapped people have the same feelings and needs as normal people.
Prod:MHFC Dist:PEREN

LISA'S WORLD 16mm color sound 29 min. 1968

Describes the world of a 7-year-old mental retardate, as viewed by her mother. Depicts her life at home, at school, and at play, discusses the effects of the child's retardation on the family and neighborhood, and tells the mother's hopes for the child's future.
LC No. 71-702450
Prod. and Dist:UMITV

MAN ALIVE: I AM NOT WHAT YOU SEE 16mm color sound 28 min. 1975

This film is a personal narration of a young woman, Sondra Diamond, who is cerebral palsied and who is a clinical psychologist. An indepth discussion of what humanness is, its relevance to how the handicapped cope with being human, and the attitudes which a disabled person has to face are examined. Mr. Bonisteel, the interviewer, lends an interactive aspect to the discussion on humanness.
Dist:CANBC

MANPOWER audiodisc 33 1/3 rpm 45 min.

"This transcription, prepared as a series of four-and-one-half minute public service broadcasts, consists of interviews which illustrate how blind people can, and do, work in the sighted world. The jobs are as varied as the work all people do--a photo processor, a lawyer, a librarian--and many other different jobs held by blind people are described. The transcription is for permanent retention."
--Educator's Guide to Free Tapes, Scripts and Transcriptions 1976, compiled by James L. Berger.
Dist:AFB

A MATTER OF INDIFFERENCE 16mm color sound 50 min. 1974

Presents a critique of society's ambivalence toward the aged. Includes an interview with Maggie Kuhn of the Gray Panther movement.
LC No. 74-703304
Prod. and Dist:PHENIX

MEET LISA 16mm color sound 5 min. (Also available as video cassette) 1971

Presents a statement of the world as seen by a brain damaged child. Involves her parents, friends and attitudes towards her in general.
LC No. 74-714064
Prod: LEARN Dist:AIMS

MIMI 16mm B&W sound 12 min. n.d.

Mimi is the true story of a young woman coping with her physical handicap as well as with the inability of others to respond to her in a normal fashion. The dialog is honest, the situation real, and Mimi's perceptions candid.
Dist: BBF

THE MULTIPLE HANDICAPPED 16mm color sound 23 min. n.d.

Shows mentally retarded, cerebral palsied, dysmelia, deaf-blind and emotionally disturbed deaf children in Sweden, Germany, the Netherlands and England.
LC No. 74-705179
Prod.:USBEH Dist:USNAC

MY SON, KEVIN 16mm color sound 24 min. 1974

"Without pity or horror, this film enters the world of Kevin, an 11-year-old English boy who was born without arms or legs because his mother took the drug Thalidomide during her pregnancy. It reveals to parents, social workers, teachers, neighbors, peers, and all others who deal with or come in contact with a handicapped person that they can do so with less shame and sentimentality and with more knowledge, hope, and dignity. Excellent for public library programs on the handicapped."--Booklist
Dist:WOMBAT

MYTHS AND REALITIES sound filmstrip - audiotape color 31 frames 1973

Presents several of the common misconceptions about the aged, offering realistic information of the resources, health, housing, transportation and social roles of the elderly. LC No. 73-734279
Dist:CONMED

NOBODY TOOK THE TIME 16mm B&W sound 26 min. 1973

Depicts ghetto children handicapped with learning disabilities and most often labeled mentally retarded. Demonstrates that basic trust in himself and others is their first need. Shows how highly structured classroom and playground techniques result in an understanding of order and development of language.
LC No. 73-701157
Prod. and Dist:AIMS

OLD SPEAK FOR THEMSELVES, THE 16mm B&W sound 30 min. 1969

Shows people of widely different life styles as they discuss their children, money, sex, health, living with infirmities and death, in order to illustrate the rewards and problems of growing old.
LC No. 78-706818
Prod:VDONUR Dist:AJN Prodn:WTTWTV

OUR ELDERS--A GENERATION NEGLECTED filmstrip with record/cassette
188 frames color 1972

Discusses the reasons why the elderly are shunned and their problems ignored, the psychological damage caused by this treatment and the grim conditions in some nursing homes. Includes the problems of poverty among the aged and the shortcomings of the social security and medicare programs.
LC No. 73-732530
Prod:SED Dist:PHM

PEOPLE FIRST 16mm color sound 34 min. 1977

One of the most ambitious and startling films produced about the developmentally disabled. Over 25,000 feet of film were shot to document the private lives and political activities of PEOPLE FIRST, the first self-advocacy group of developmentally disabled citizens.
Dist: James Stanfield Film Associates
Project: Adult, P.O. Box 851,
Pasadena, CA 91102 (Or call collect at [213] 5781658)

A PLACE AMONG US 16mm color sound 27 min. 1970

Examines two innovative programs in the field of mental retardation. One project consists of research into the nature of retardation and a study of the best procedures to help the retarded. The second project uses intensive vocational training and a supportive peer group situation in housing and recreation to return the mildly retarded to the community.
LC No. 78-709556
Prod:WNBCTV Dist:FI

x REACHING OUT: THE LIBRARY AND THE EXCEPTIONAL CHILD 16mm
color sound 25 min. 1968

A report on a two-year demonstration of the potentially valuable service the library can provide to various types of exceptional children--blind, deaf, mentally retarded, socially maladjusted, and homebound, or hospitalized with physical handicaps. Shows how the library can "reach out" to help such children by taking special service to them.
Prod:CHCPL Dist:CONNF Prodn:CONNF

READIN' AND WRITIN' AIN'T EVERYTHING 16mm color sound
26 min. 1975

"Centering on the need of retarded children to live as independently as possible, this film briefly explores the lives of four mentally handicapped youngersters. In terms of the parents' experiences, two major responses become evident. One expresses the initial difficulty of having to overcome the reality of mental retardation in the family, while the other shows the parents' desire that their child live as independently as possible, despite his or her severe limitations."--Booklist
Dist:DETCOL or STNFLD

THE RETARDED CHILD 2 filmstrips (part 1: 62 frames, 11:30 min.,
part 2: 66 frames, 11:58 min.) 2 cassettes, 1 book, 1 guide
1976

"For parents blindingly confronted with the reality of a mentally retarded child, parent groups can offer helpful encouragement and guidance through an exchange of shared problems and feelings."--Booklist
Dist:WESPCE

SILENT WORLD, MUFFLED WORLD 16mm color sound 28 min. 1966

Relates the difficulties of speech, education and normal living for the deafened, and shows new methods of education and rehabilitation. Uses animation to explain mechanics of hearing and types of impairment. Narrated by Gregory Peck.
LC No. FIA66-634
Prod:USPHS Dist:USNAC Prodn:CF

STEP ASIDE, STEP DOWN 16mm color sound 20 min. 1971

Reports on the problems of aging in America, such as income, housing, nutrition and transportation. Shows successful private and government programs aimed at solving them.
LC No. 74-705701
Prod:USSRS Dist:USNAC

SUREST TEST 16mm color sound 11 min. 1974

Demonstrates the difficulties with narrow doors, steps, parking spaces, building fixtures, etc. faced by a young woman in a wheelchair who searches for employment and housing in her effort to lead an independent life. Urges that architectural, landscape, and street planning include wheelchair access.
Dist: Easter Seal Society, Seattle Washington

SWAN LAKE: CONVERSATIONS WITH DEAF TEENAGERS 16mm color sound 15 min. n.d.

The film depicts interviews with deaf teenagers in which they express their views on various aspects of life, including relationships between deaf youth and their families, their feelings about education, their plans for the future and attitudes toward racial matters. In sign language with spoken narration.
Dist:WMARYC Prod:WMARYC

THESE TOO ARE OUR CHILDREN 16mm color sound 40 min. n.d.

Demonstrates methods of working with mentally retarded and physically handicapped persons, as practiced by the Boulder County Board of Developmental Disabilities in Colorado.
Prod. and Dist:UCOLO

THEY CALL ME NAMES 16mm color sound 20 min. 1972

Portrays the lives of mentally different young people and explores how they perceive a world in which they are told often and in many ways that they are retarded.
LC No. 73-700194
PROD. and DIST: BFA

THROUGH DIFFERENT EYES 16mm color sound 15 min. 1970

Features retarded children in a day-training program receiving specialized training for their handicaps. Emphasizes need of retarded children for training and highlights the areas in which training must be applied. Examines social needs of the children as well as the impact a retarded child has on the rest of the family.
LC No. 79-709689
Prod:PECKM Dist:PCHENT

TO A GOOD, LONG LIFE 16mm color sound 19 min. 1976

"This affirmative document of the satisfying life-styles that can be created and pursued by people no matter what their age will be useful resource in junior high and senior high school guidance and contemporary issues classes and units on gerontology."--
Booklist
Dist:BFA

UNDERSTANDING THE DEAF 16mm color sound 21 min. 1977

"Because deaf children attend special schools, have difficulty articulating sounds, and speak in voices that lack inflections, hearing people often misjudge the children's intelligence, curiosity, and sensitivity. . . . Sitting in on primary through high school level classes, this film records the instructional methods used with the deaf."--Booklist
Dist:PEREN

WALTER 16mm sound color 15 min. n.d.

A moving story of a young self-sufficient paraplegic who has guts, ambition and a special love for wheelchair basketball.
Dist:CF

WAY OUT OF THE WILDERNESS 3/4 inch video cassette B&W 29 min. 1972

Shows the care of retarded children at the Plymouth State Home and Training Center, where a home atmosphere is provided in preparing the children for return to the outside world. Describes what is being done to help blind and motor-handicapped children find a way out of the wilderness.
Prod:USNAC Dist:USNAC

WE KNOW WHO WE ARE 16mm color sound 28 min. 1977

"Feelings of insecurity and inferiority can handicap the blind more than their lack of sight; consequently, the Iowa Commission for the Blind's Orientation Center encourages blind people to overcome the debilitating effects of their fears of inadequacy while simultaneously teaching them the skills they need to get along in the sighted world."--Booklist
Dist:NFB

WHAT COLOR IS THE WIND 16mm color sound 27 min. 1968

Tells the story of twin boys, three years old, one of whom was born blind. Tells how their parents, with some professional help, are determined that the blind boy shall compete and have an opportunity no less than that of his twin brother in the sighted world.
LC No. 74-700294 Prod. and Dist:ALGRAN

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON? 16mm color sound
13 min. 1971

A light touch personifies this film which demonstrates the right and wrong way of dealing with blind people in various situations. Instruction is given to those who are unaware of the problems confronted by the visually handicapped in social situations, and seeks to change some of the misconceptions about blind individuals, their abilities, and their feelings about blindness.
Dist:AFB

THE WILD GOOSE 16 mm B&W sound 18 min. 1973

Satirically views the life of an old man confined in a nursing home, with short vignettes of nursing home life, and his attempts to leave the home. Raises questions about the values of our society concerning old age and old age institutions.
Prod. and Dist:FI

WORLD OF A DIFFERENT DRUM 16 mm color sound 12 min. 1970

Discusses the benefits that retarded children can derive from participating in an active school program which reflects the abundance of the world and allows for those who are different.
LC No. 72-705727
Prod. and Dist:BSPS Prodn:LOMOP

YOU'LL GET YOURS WHEN YOU'RE 65 16 mm color sound 40 min. 1973

Depicts America's treatment of its senior citizens. Contrasts this treatment with that of other countries, such as West Germany. Dispels some of the misconceptions about the American health and retirement systems.
LC No. 73-703132
Prod. and Dist:CBSNEW

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PRODUCERS, DISTRIBUTORS, AND PRODUCTION CREDITS

The following addresses and letter codes come from the NICEM Index to Producers and Distributors (1977). As NICEM notes, "some names do not carry addresses because the index is intended to provide archival information on those producers, distributors, and production credits who no longer exist as a business." This case applies to a few of the producers and production credits here. There are full addresses, however, for all the distributors that follow.

AFB

American Foundation for
the Blind, Inc.
15 West 16th Street
New York, NY 10011

AIMS

Aims Instructional Media
Services, Inc.
626 Justin Avenue
Glendale, CA 91201

AJN

American Journal of
Nursing
20 N. Wacker Drive, Suite 1948
Chicago, IL 60606

ALA

American Library Association
50 E. Huron Street
Chicago, IL 60611

ALGRAN

Alan Grant
808 Lockearn Street
Los Angeles, CA 90049

AOTA

American Occupational Therapy
Association
Public Information Dept.
6000 Executive Blvd.
Rockville, MD 20852

BARR

Barr Films
P. O. Box 5667
Pasadena, California 91107

BAY

Bay State Film Productions
Box 129
Springfield, MA 01101

BBCTV

British Broadcasting Corporation-
Television
630 Fifth Ave.
New York, NY 10020

BBF

Billy Budd Films
235 East 57th Street
New York, NY 10022

BFA

BFA Educational Media
2211 Michigan Avenue
P. O. Box 1795
Santa Monica, CA 90406

BSPS

Bay Shore Public Schools
Bayshore, NY 11706

CAF

Current Affairs Films
Division of Key Productions
24 Danbury Road
Wilton, CT 06897

CANBC

Canadian Broadcasting Corp.
245 Park Avenue (34th floor)
New York, NY 10017

CBCLS

CBC Learning Systems
Box 500, Terminal A
Toronto, Ontario 116

CBSNEW

CBS News
383 Madison Avenue
New York, NY 10017

CENTEF

Centron Educational Films
1621 W. Ninth Street
Lawrence, KS 66044

CF

Churchill Films
662 N. Robertson Blvd.
Los Angeles, CA 90069

CHCPL

Cincinnati and Hamilton
County Public Library
800 Vine Street
Cincinnati, OH 45202

CINSOU

Cinema/Sound Ltd.
Jeffrey Norton Publishers
145 E. 49th Street
New York, NY 10017

CONMED

Concept Media
1500 Adams Street
Costa Mesa, CA 92626

CONNF

Conn Films, Inc.
6 Cobble Hill Road
Westport, CT 06880

CRMP

CRM Educational Films
1011 Camino Del Mar
Del Mar, CA 92104

CSD

Clarke School for the Deaf
Round Hill Road
Northampton, MA 01060

DBFDU

Daniel Blackstone and
Fairleigh Dickinson

DETCOL

Detroit Collective
Stanfield House
900 Euclid Street
Santa Monica, CA 90403

DEVDIG

Development Digest
3347 Motor Avenue
Los Angeles, CA 90034

FI

Films, Inc.
1144 Wilmette Street
Wilmette, IL 60091

FINLYS

Stuart Finley, Inc.
3428 Mansfield Road
Falls Church, VA 22041

GA

Guidance Association,
A/V Subsidiary
757 Third Avenue
New York, NY 10017

GRDTSJ

Joern Gerdts
8231 Merrimount Drive
Mercer Island, WA 98040

IBM

IBM Film Activities
IBM Corporation
Old Orchard Road
Armonk, NY 10504

IFB

International Film Bureau
332 S. Michigan Avenue
Chicago, IL 60604

IU

Indiana University
Bloomington, IN 47401

JGB

Jewish Guild for the Blind
15 W. 65th Street
New York, NY 10023

LEAINF

Learning and Information, Inc.
315 Central Park W.
New York, NY 10025

LEARN

Learning Garden

LOMOP

Lodihant Motion Pictures

MDHSCD

Missouri Division of Health
Section of Chronic Diseases
Broadway State Office Bldg.
High Street and Broadway
Jefferson City, MO 65101

MHFC

Mental Health Film Council
(England)

MISC

Merced Institute Serving
Children, Inc.
632 West 13th Street
Merced, CA 95340

MISCF

Miscellaneous Films
1888 Century Park East, #1015
Los Angeles, CA 90067

MOVPIC

Moving Picture Company
910 Third Street
Oregon City, OR 97045

MTP

Modern Talking Picture Services
2323 New Hyde Road
New Hyde Park, NY 11040

NET

National Educational Television,
Inc.
Indiana University
Bloomington, IN 47401

NFB

National Federation of the Blind
218 Rudolph Hotel Bldg.
Des Moines, IA 50309

NFBC

National Film Board of Canada
1251 Avenue of the Americas
New York, NY 10020

NFMD

National Foundation March
of Dimes
Publishing Department
1275 Mamaroneck Avenue
White Plains, NY 10605

NJARC

New Jersey Association for
Retarded Children
Bergen-Passaic Unit
Passaic, NJ 07055

NJPBA

New Jersey Public Broadcasting
The Public Television Library
475 L'Enfant Plaza SW
Washington, DC 20024

NMAC

National Medical Audiovisual
Center
2111 Plaster Bridge Road
Atlanta, GA 30324

NMAVF

National Medical A-V Facility
Atlanta, GA 30333

NTREP

National Tape Repository
University of Colorado
Boulder, CO 80302

NYSL

New York State Library
Education Bldg.
Albany, NY 12224

NYU

New York University Film Library
26 Washington Place
New York, NY 10030

OS

Orchard School for Special
Education
8701 Menard Avenue
Morton Grove, IL 60053

PCHENT

Peach Enterprises, Inc.
4649 Gerald
Warren, MI 48092

PECKM

Peck (Merlin)
4649 Gerald
Warren, MI 48092

PEREN

Perennial Education, Inc.
1825 Willow Road
Northfield, IL 60093

PFP

Pyramid Films
Box 1048
Santa Monica, CA 90406

PHENIX

Phoenix Films, Inc.
470 Park Avenue, S.
New York, NY 10016

PHM

Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

PORTA

Portafilms
4180 Dixie Highway
Drayton Plains, MI 48020

PUBTEL

Public Television Library
475 L'Enfant Plaza, SW
Washington, DC 20024

RICHPR

Richfield Productions
8006 Takoma Avenue
Silver Springs, MD 20901

SAMC

Seattle Amateur Movie Club

SED

Scott Education Division
Prentice-Hall, Inc.
150 White Plains Road
Tarrytown, NY 10591

STNFLD

Stanfield House
900 Euclid
Santa Monica, CA 90403

STURTM

Martha Stuart Communications
66 Bank Street
New York, NY 10014

SYRCU

Syracuse University Film Library
Collendale Campus
1455 E. Colvin Street
Syracuse, NY 13210

UCOLO

University of Colorado
Educational Media Center
Boulder, CO 80309

UKANMC

University of Kansas Medical
Center
Lawrence, KS 66045

UKANS

University of Kansas
Lawrence, KS 66045

UMITV

University of Michigan
Television Center
400 S. Fourth Street
Ann Arbor, MI 48109

UNEBR

University of Nebraska
Instructional Media Center
University of Nebraska
Extension Division
Lincoln, NB 68508

UPENN

University of Pennsylvania
3440 Woodland Avenue
Philadelphia, PA 19104

USBEH

U. S. Bureau of Education for
the Handicapped
400 Maryland Avenue, SW
Washington, DC 20202

USDHEW

U. S. Department of Health,
Education and Welfare
330 Independence Avenue, SW
Washington, DC 20201

USNAC

U. S. National Audiovisual Center
General Services Administration
Washington, DC 20409

USPHS

U. S. Public Health Service
Welfare Bldg.
4th Street and Independence Ave.,S
Washington, DC 20201

USSRS

U. S. Social and Rehabilitation
Service
D. H. E. W.
330 Independence Avenue, SW
Washington, DC 20201

UTEX

University of TEXAS
Visual Instruction Bureau
Austin, TX 78712

VDONUR

Video Nursing, Inc.
2645 Girard Avenue
Evanston, IL 60201

WCETTV

WCET Television
Crosley Telecommunications
2222 Chickasaw Street
Cincinnati, OH 45219

WESPCE

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

WMARYC

Western Maryland College
Total Communication Laboratory
Westminster, MD 21157

WNBCTV

WNBC Television
Rockefeller Plaza
New York, NY 10020

WOMBAT

Wombat Productions
77 Tarrytown Road
White Plains, NY 10607

WQED

WQED, Metropolitan Pittsburgh
   Educational Television
4802 Fifth Avenue
Pittsburgh, PA 15213

WTTWTV

WTTW Television
5400 N. St. Louis
Chicago, IL 60625

ZENITH

Zenith Cinema Service

SUBJECT INDEX

BLIND

As a Blind Person
A Blind Teacher in a Public School
Co-Twin Study: A Day in the Life Of a Blind Child and Her Sighted Identical Twin
Dimension of Life
Manpower
We Know Who We Are
What Color Is the Wind
What Do You Do When You See a Blind Person?

DEAF

The Auditorially Handicapped Child
Deafness In Children
Everything But Hear
It's a Hearing World
Silent World, Muffled World
Swan Lake: Conversations With Deaf Teenagers
Understanding the Deaf

DYSLEXIA

Anybody's Child
The Invisible Handicap

ELDERLY

Active People Over Sixty
Age Related Vision and Hearing Changes
Aging
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An Alternative to Aging
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The Old Speak for Themselves
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Step Aside, Step Down
To a Good, Long Life
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- The Community and the Exceptional Child
- The Exceptional Child

LEARNING DISABILITIES

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- Library Service To the Special Patron
- Reaching Out: The Library and the Exceptional Child

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- And Crown Thy Good
- Becky
- Children Are Not Problems, They Are People
- Color Her Sunshine
- Coming Home
- Eternal Children
- Family and Community Concerns
- A Family of Friends
- The Graduation
- Great Expectations
- Help Wanted
- Horizons For the Mentally Retarded
- Introducing the Mentally Retarded
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- Mimi
- Meet Lisa
- People First
- A Place Among Us
- Readin' and Writin' Ain't Everything
- The Retarded Child
- These Too Are Our Children
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- Way Out of the Wilderness
- World of a Different Drum

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- Gravity Is My Enemy

He's Not the Walking Kind
Keep On Walking
Leo Beuerman
Like Other People
Man Alive: I Am Not What You See
The Multiple Handicapped
My Son, Kevin
Surest Test
Walter

* * *

LIBRARY SERVICE

TO THE BLIND AND PHYSICALLY HANDICAPPED

A Selected Bibliography

Regina Perretta and Frances Benham

School of Library Science

Florida State University

August 1978

INTRODUCTION

This bibliography has been prepared for an Institute on Library Service to the Blind and Physically Handicapped. It is not comprehensive, but includes references generally available, most of them books, journal articles or book chapters. Topics included are: aspects of library service to the visually handicapped, the deaf, and individuals with problems of mobility; descriptions of handicaps; training, vocational rehabilitation and library employment of the handicapped; attitude toward and psychology of the handicapped; and legislation and federal programs for the handicapped.

Indexes scanned for selection of references include Library Literature (1971 - 1977), Resources in Education (1974 - September 1977), the Monthly Catalog of Government Publications (1974 - October 1977), Education Index (1974 - October 1977), and Business Periodicals Index (1974 - October 1977). Selected 1978 issues of these indexes were scanned.

Subject Headings Used in the Vertical Files on Blindness and Physically Handicaps (May 1974) prepared by the Library of Congress Division for the Blind and Physically Handicapped has been used as the basis for selection of subject headings. A number of subject headings from this list have been lumped (combined) when six or fewer references were listed under one subject heading. Additional headings, e.g.: (LEGISLATION); scope notes (PHYSICAL HANDICAPS Includes bibliography, history, statistics); and references (Sensory Aid--Blind see AIDS AND APPLIANCES--BLIND AND PHYSICALLY HANDICAPPED) were added whenever appropriate.

Since most of the references are on library service to the blind and physically handicapped, the subject heading LIBRARY SERVICE TO THE BLIND AND PHYSICALLY HANDICAPPED is only used when a reference cannot be indexed more specifically.

The 200 references are arranged alphabetically by author. Anonymous items are interfiled by the first significant word in the title. Each reference is identified by an accession number given in the first column of the author index. The subject index consists of an alphabetically arranged list of subject headings along with an accession number or accession numbers of references indexed by that subject heading.

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INSTRUCTIONAL MATERIAL FOR INCLUSION IN THE CORE CURRICULUM OF LIBRARY SCHOOLS

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